

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Grand Prairie ISD	057910	Biotechnology&LifeSciencesAcademy	
Vendor ID #	ESC Region #	DUNS #	
175-6001697	10	07-933-2763	
Mailing address	City	State	ZIP Code
2602 Beltline Rd	Grand Prairie	TX	75052-

Primary Contact

First name	M.I.	Last name	Title
Patricia		Lewis	Deputy Superintendent
Telephone #	Email address		FAX #
972-237-5532	patricia.lewis@gpsid.org		(972) 237- 4026

Secondary Contact

First name	M.I.	Last name	Title
Ray		Wilks	Director of Finance
Telephone #	Email address		FAX #
(972)237-5502	ray.wilks@gpsid.org		(972)237-5432

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Susan		Simpson Hull	Superintendent
Telephone #	Email address		FAX #
972-237-5300	susan.simpson@gpsid.org		(972)237-5440

Signature (blue ink preferred)

Date signed



10/24/2016

701-16-108-023

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RFA #701-16-108; SAS #205-17

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #1—General Information

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

14.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria:</p> <p>a. Is located on a college or university campus</p> <p>b. Is a stand-alone high school campus near a college or university campus</p> <p>c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)</p>
15.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.</p>
16.	<p>The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.</p>

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Texas Workforce Commission Labor Market and Career Information reports indicate there are over 1150 Registered Nurse job vacancies in the Dallas Workforce Development Area each year and the number is expected to increase 28% over the next six years making the profession the highest ranking occupation for job openings in the Dallas region. Grand Prairie ISD (GPISD), a district serving students in Dallas County proposes to open the Biotechnology and Life Sciences Innovative Academy ECHS as an industry focused ECHS at Grand Prairie ECHS. The academic plan of the new Health Science pathway includes Career and Technology Education (CTE) in Health Science, college credit nursing courses completed at the Academy, and clinical coursework completed at partner medical facilities, Baylor Scott and White Hospital, Texas General Hospital, and Parkland Health Center. Approximately 80 ninth graders entering the Academy will be eligible to receive a high school diploma in four years and an Associate Degree Nursing AAS in five years from Dallas County Community College District (DCCCD). Completion of the program prepares graduates to take the National Council Licensure Examination (NCLEX-RN) to become licensed as a Registered Nurse (R.N.) in Texas. In addition, the 60 hours of college credit are articulated to the Bachelor of Science in Nursing (BSN) degree from the University of Texas at Arlington (UTA) which enables the student to apply for Healthcare management positions. Enrollment in the Academy will be available to high need students from the district and from neighboring Dallas County districts through an application process. The innovative career pathway offered in the Academy which correlates a college degree plan with applied workforce learning opportunities in the top ranked occupation of the Dallas region meets the GPISD vision of establishing schools of choice that maximize student success in school and in a future career. Budget: A Planning Committee was formed to review the grant program requirements, research workforce development data, and to consult with partners from the Texas Workforce Solutions, DCCCD, the UTA, and the three local healthcare service agencies. Under the direction of the GPISD Deputy Superintendent, the team of educators, parents, and community partners targeted the high demand occupation and drafted an academic plan for the Innovative Academy ECHS. A Calendar was developed which includes planning, implementation, and evaluation activities. Budget items and associated costs were assigned to each activity. Demographics: GPISD serves a diverse student population including 76% economically disadvantaged learners. Dallas County student data indicates only 13% of students from low income families graduate from high school prepared for postsecondary success. Grand Prairie ISD college to career programs have an outstanding record of preparing students for success in college. In 2015 and 2016, 98% of Collegiate Charter students met STAAR standards on all sections of the test. This is outstanding compared to 77% of students in Texas who met standards on all sections. The district has the experience, personnel, and resources to successfully implement an ECHS Academy for high need learners. Needs Assessment: The ECHS Nursing Academy Planning Committee developed a high demand career profile based on Texas Workforce Commission (TWC) labor market information, Hobby Center for the Study of Texas income comparisons, PEIMS student demographics, and GPISD Career Cruising interest surveys. Based on the results of the profile, the team selected nursing as the career focus for the Academy. The ECHS Nursing Academy Campus Improvement Committee(CIC) will be formed in the spring of 2017 consisting of key district and campus personnel including teachers, administrators, parents, higher education representatives, industry partners, and community members. The CIC will develop a comprehensive needs assessment for the campus following TEA guidelines for site based decision making. The guideline include examining needs from all subject matters, grade levels, and special programs for curriculum, instruction, staffing, staff development, school organization and budgeting to develop and prioritize campus needs. If the program must be changed or updated, the committee will submit changes to the District Improvement Committee (DIC). Under the supervision of the Superintendent and Board of Trustees, the DIC will revise the improvement plan as warranted. Management: The Innovative Academy Dean will serve as principal of the Academy under the supervision of the Executive Director of College Preparation. The GPISD Deputy Superintendent will lead the ECHS Nursing Academy Leadership Team to ensure program goals and objectives are met on time and as required by the grant program. Management and administrative practices will be reviewed annually by the Campus Improvement Committee. Personnel, policy, and other changes recommended by the CIC will be presented by the District Improvement Committee and Superintendent to the Board. Evaluation: A Grant Calendar was created during planning to delineate the vision of the Academy in terms of goals, objectives, critical success factors, milestones, and expected outcomes. Activities were listed for each goal. During the planning period the Calendar will be updated to list assessment tools and indicators of accomplishment for each goal. The Leadership Team will collect and analyze student and project level data at each 9 weeks. In addition, an electronic survey will be conducted to evaluate effectiveness of project implementation each 9 weeks. Formative evaluation reports will be provided to the CIC quarterly and summative reports to the DIC and Board semi-annually.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Statutory Requirements: The application meets statutory requirements. GPISD will comply with the fingerprinting requirement (Section 22.0834 of TEC). The academic plan is designed to target students who are at risk of dropping out of school or wish to accelerate completion of the high school program to earn high school and college credits during grades 9 through 12, complete a high school diploma within 4 years and an associate degree within 5 years of entering ninth grade. The RN to BSN program enables students to earn a bachelor degree within two years of completing the AAS. Program design includes summer clinicals, AVID tutorials, and TSIA and NCLEX-RN prep programs. MOUs include articulation agreements and address curriculum alignment; instructional materials; the instructional calendar; courses of study; eligibility of students for financial assistance; student enrollment and attendance; grading periods and policies; and administration of state assessment instruments. **TEA Requirements** The application meets all TEA requirements. (1) GPISD worked with Workforce Solutions to identify the high demand occupation of RN and the NCLEX-RN Exam credential. (2) GPISD entered into agreement with three healthcare facilities to provide clinicals. The attached letters of support commit the partners to serve as an active member of the Leadership Team, interact directly and frequently with Academy staff, participate in course and clinicals curriculum development to prepare students for the NCLEX-RN exam and workplace. Baylor Scott and White Hospital will provide cash or in-kind contributions equal to 20-25% of the grant award. (3) AAS courses include two clinical hours completed in a healthcare facility for each hour of classroom instruction. 100% of Academy students will participate in clinicals during 12th grade. (4) GPISD will employ a counselor who serves only the Academy. (5) The nursing program qualifies students to earn a HS diploma, an Associate Degree Nursing including eligibility for the NCLEX-RN exam to become an RN, and a Bachelor of Nursing to qualify for Health-care management positions. (6) A crosswalk for the Associate Degree Nursing (earned within 1 year of HS graduation) and an equivalency chart between DCCCD and UTA for the RN to Bachelor of Science in Nursing degree (earned within 2-3 years of HS graduation) are attached. (7) The ECHS Innovative Academy will maintain a Leadership Team that meets regularly and holds decision-making authority to address issues of curriculum, school design, and sustainability. The team includes the Superintendent, Deputy Superintendents, Executive Director of College Readiness, ECHS Principal, DCCCD Dean of Nursing, UTA Dean of the College of Nursing, and the Baylor Scott and White Chief Operations Officer and Chief CTE Officer. (8) Grant funds will be used to hire a counselor, and to plan and equip the Academy with the proper curriculum, healthcare materials, lab equipment, and technologies to teach CTE, college preparation courses, and AAS program courses in the RN career pathway. All appropriate funds such as Foundation School Program ADA, Career and Technology Education, Title 1, Title III, and State Compensatory Education funds will be used to sustain the program. GPISD will also seek foundation funds to provide tuition scholarships. (9) The new Academy will recruit students who are at risk of dropping out of school or wish to accelerate completion of a diploma and degree, serve approximately 80 students in grades 9-12. A MOU including articulation agreement are attached. Academy students will not pay for tuition, fees, or textbooks. The Leadership Team will plan, execute, and evaluate the program and provide opportunities for Academy, DCCCD, and UTA educators to collaborate through planning, teaching, and professional development each semester. The ECHS will provide a college going culture and increase student success through Personal Graduation Plans; College to Career events; AVID college preparation and tutorials; and access to DCCCD academic support, counseling programs, and libraries. The Academy will administer the TSIA to all incoming 9th-graders to assess college readiness and enable students to begin college courses based on scores. Students will attend TSIA preparation classes on Saturday and will not be charged fees to take the exam. The Biotechnology and Life Sciences Innovative Academy ECHS is a small learning community physically separated from Grand Prairie ECHS. Academy teachers will be a separate cohort with their own teachers, leader, schedule, and curriculum plan. The Academy will be a full day in which all academic instruction and support services are delivered to students at the Academy. Teachers selected to participate in the Nursing Program will be appropriately credentialed, highly qualified, and have demonstrated ability to provide accelerated instruction to high need students. The Academy will provide teachers with common planning time, mentoring with current ECHS teachers, GPISD training, and Edugence software to access student data. The ECHS will be directed by the Academy Dean who is 100% dedicated to the school.

Commitment: GPISD serves more than 26,900 students on 38 campuses. GPISD opened its first Collegiate high school in 2013 and received all TEA Distinction Designations in 2015 and 2016. The district opened two ECHS campuses in 2015. GPISD is committed to providing funding, resources, and personnel to establish high quality ECHS programs that promote high achievement for our students and prepare them for success in school, in the workplace, and in life.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$222,624	\$12,000	\$234,624	\$33,368
Schedule #8	Professional and Contracted Services (6200)	6200	\$8300	\$	\$8300	\$
Schedule #9	Supplies and Materials (6300)	6300	\$142,169	\$	\$142,169	\$69,571
Schedule #10	Other Operating Costs (6400)	6400	\$14,900	\$	\$14,900	\$9296
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Total direct costs:			\$387,993	\$12,000	\$399,993	\$112,235
Percentage% indirect costs (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$387,993	\$12,000	\$399,993	\$112,235

Administrative Cost Calculation

Enter the total grant amount requested:	\$399,993
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$39,999

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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RFA #701-16-108; SAS #205-17

2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor (Year 2)	1		\$60,000	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
21	Dedicated Program Admin/ Dean, Yr 1=7 mos, Yr 2=10 mos	1		\$120,000	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$180,000	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay (14 teachers x 4 days @ 80/day)		\$4480	\$
26	6119	Professional staff extra-duty pay (teachers attend summer school to earn teacher credentials - 4 teachers, \$1400/teacher); Cost Share: Administrator clinicals, faculty attend planning, teaching, and PD.		\$5600	\$21,368
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$44,544	\$
29	61XX	Tuition remission (IHEs only) Scholarships		\$	\$12,000
30	Subtotal substitute, extra-duty, benefits costs			\$54,624	\$33,368
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$234,624	\$33,368

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID:

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval: AVID, TSIA, Nursing curriculum focus training (courses and clinicals)		\$8300	\$
(Sum of lines a, b, and c) Grand total		\$8300	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval: Materials for Anatomy and Physiology I and II and Nursing courses. Cost share: equipment – clinicals, laptops for online courses and lab resources.	\$142,169	\$69,571
Grand total:		\$142,169	\$69,571

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$	\$
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval: Faculty development workshops/conferences, leadership workshops/conferences - nursing. Cost share: facilities costs-clinicals	\$14,900	\$9296
Grand total:		\$14,900	\$9296

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:**121**

Category	Number	Percentage	Category	Percentage
African American	24	19.8%	Attendance rate	97.9%
Hispanic	75	62.0%	Annual dropout rate (Gr 9-12)	0.0%
White	20	16.5%	Students taking the ACT and/or SAT	52.5%
Asian	2	1.7%	Average SAT score (number value, not a percentage)	1334
Economically disadvantaged	77	63.6%	Average ACT score (number value, not a percentage)	18.9
Limited English proficient (LEP)	13	10.7%	Students classified as "at risk" per Texas Education Code §29.081(d)	29.8%
Disciplinary placements	0	0%	State assessment data	100%

Comments

Academic Achievement: The new Biotechnology and Life Sciences Innovative Academy will be an ECHS at Grand Prairie Early College High School. The ECHS was established in 2015 and serves a diverse population including 64% economically disadvantaged learners. The majority of students at the campus are first generation college goers. Nursing Careers: Career Cruising surveys conducted annually in GPISD indicate approximately 19% of middle school students are interested in health science careers. The requirement of taking advanced biology courses as prerequisites for entry into a college nursing program is a deterrent for many students. The ECHS model for college preparation established in GPISD provides academic and social supports to improve teaching and learning. In 2015, 95% of 8th grade Grand Prairie ECHS students met STAAR standards on the science section of the test, compared to 67% of students in the district. The ECHS model utilized at the existing campus to prepare economically disadvantaged students to meet rigorous state standards, particularly in science courses, will be implemented at the Academy campus to prepare students to meet Nursing Program admission requirements. Students and educators are excited about the opportunity to develop the first CTE degree program in the district.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	2	17.2%	No degree	0	0%
Hispanic	2	17.2%	Bachelor's degree	6.3	55.8%
White	6.3	56.8%	Master's degree	5.0	44.2%
Asian	1	8.8%	Doctorate	0	0%
1-5 years exp.	4	35.4%	Avg. salary, 1-5 years exp.	\$50,763	N/A
6-10 years exp.	4	35.4%	Avg. salary, 6-10 years exp.	\$52,640	N/A
11-20 years exp.	2.3	20.4%	Avg. salary, 11-20 years exp.	\$55,050	N/A
Over 20 years exp.	1	8.8%	Avg. salary, over 20 years exp.	\$59,524	N/A

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

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Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											80				80
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											80				80

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											14				14
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											14				14

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment for the Innovative Academy ECHS grant program was developed using the Site Based Decision Making (SBDM) process.

Step 1: Establish trends in data. The Superintendent and the District Improvement Committee complete a comprehensive needs assessment for Grand Prairie ISD annually. Increasing early college high school programs is a priority for the district. In the spring of 2016, the committee consulted with Workforce Solutions Greater Dallas staff to determine trends in employment data for the region served by the school district. Grand Prairie is located in the mid-cities region of the Dallas-Ft. Worth metroplex. School enrollment boundaries include Dallas, Tarrant, and Ellis Counties. A review of Texas Workforce Commission data between 2013 and 2016 indicates Registered Nurse (RN) is the top ranked occupation based on job openings in each county. Workforce Development Board reports reveal there are over 9000 job opportunities annually for persons who have earned the Registered Nurse credential. In addition, Career Cruising student interest surveys indicate 19% of students are interested in the career. Two Dallas County institutions of higher education including established GPISD dual credit partners, Dallas County Community College District and the University of Texas at Arlington, offer Registered Nurse degree programs.

Step 2: Establishing Priorities. The Grand Prairie ISD Board of Trustees sets goals for student learning using the SBDM process at the beginning of each school year. GPISD goals for 2016-17 include promote 21st century learners who are college and career ready. The team prioritized needs based on workforce needs for Registered Nurses, student interest in the occupation, and college degree opportunities: (1) Prepare students to earn the Registered Nurse credential within one year of graduating from high school; (2) Offer an ECHS program leading to an associate and baccalaureate degree; (3) Increase the number of economically disadvantaged students participating and succeeding in CTE programs leading to employment in high demand Biotechnology and Health Science industries; (4) Increase student success in CTE degree programs and workplace; (5) Form and utilize a Campus Improvement Committee to oversee planning, implementation and evaluation of the project.

Step 3: Setting Annual Goals - Goals to meet each targeted need include: (1) Develop a Registered Nurse academic plan that spans secondary to postsecondary school and prepares students to earn the RN credential within one year of graduating from high school; (2) Establish a new Innovative Academy ECHS program enabling students to graduate from high school within four years, graduate with an Associate Degree Nursing within five years, and graduate with a Bachelor of Science in Nursing within seven years; (3) Develop a recruitment and retention plan that increases the number of economically disadvantaged students participating in CTE programs leading to employment in Biotechnology and Life Science industries; (4) Provide a campus schedule that enables Academy student attendance in hospital clinicals each semester to improve student achievement in college courses and performance in the workplace; (5) Develop an Innovative Academy ECHS Campus Improvement Plan (CIP) to outline planning, implementation and evaluation of the project. Proposed goals are for the cohort entering 9th grade.

Step 4: Dissecting Annual Goals to Determine Strategies and Interventions – The ECHS Nursing Academy Leadership Team will be formed in the spring of 2017. The team, led by the Deputy Superintendent, will include the Superintendent, Deputy Superintendents, Executive Director of College Readiness, Innovative Academy Dean, DCCCD Dean of Nursing, UTA Dean of the College of Nursing, and the Baylor Scott and White Chief Operations Officer and Chief CTE Officer. The team will consider the most effective strategies to address identified needs and make progress toward goals. Objectives, strategies, personnel, and materials will be outlined for each goal on the Innovative Academy Grant Calendar. The calendar will include critical success factors, milestones, and expected outcomes. In this way, the grant calendar will be a blueprint for success.

Step 5: Evaluating and Making Adjustments to the Plan. The ECHS Nursing Academy Leadership Team will meet each nine weeks. The team will use CIC recommendations as well as project level and student level data to revise grant activities and timelines to meet project and CIC goals. The ECHS Nursing Academy Leadership Team will meet at the end of each semester with the Campus Improvement Committee (CIC) to monitor and adjust school improvement goals and activities in the following ways: use the baseline data to determine growth in areas of need and areas that are strengths; monitor changes in data to review and revise activities and timelines for each grant goal; incorporate grant goals and performance outcomes into the annual campus improvement plan.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The Texas Workforce Commission ranks occupations by the number of job openings for each county of Texas. A review of TWC data over the past 3 years indicates 'Registered Nurse' is the top ranked high-demand occupation in the region served by Grand Prairie ISD. There is a need to design a 9 th through 12 th grade course of study that prepares students to join the workforce in the high demand field of RN one year after high school graduation.	Curriculum meetings that include GPISD educators, DCCCD and UTA nursing faculty, Workforce Solutions staff, Baylor Scott and White Hospital, TX General Hospital, and Parkland Health Clinic staff will be scheduled to review the crosswalk that includes high school diploma, Associate Degree Nursing, and Bachelor of Science in Nursing courses. Educator credentials to teach dual credit courses will be identified and teachers will be hired to teach college credit courses.
2.	Grand Prairie ISD currently offers four career pathways in health science technology: Pharmacy Tech, EMT, Dentistry, and Phlebotomy. End of year student surveys indicate approximately 19% of GPISD 8 th graders are interested in health science careers. There is a need to establish the new Innovative Academy ECHS to offer a CTE Health Science program leading to a high school diploma, associate degree, and baccalaureate degree in nursing.	The Biotechnology and Life Sciences Innovative Academy ECHS will enable students to graduate from high school within 4 years, graduate with an Associate Degree Nursing within 5 years, and graduate with a Bachelor of Science in Nursing within 7 years; Textbooks for courses will be purchased using district funding sources. Tuition and fees will be acquired through community college and foundation resources. Equipment will be identified for courses and purchased using grant funds. GPISD, DCCCD, and hospital instructors attend PD to teach Nursing courses.
3.	76% of learners in GPISD are economically disadvantaged. TEA data indicates students of generational poverty are 2 times less likely to graduate from high school and only 17% of students from low income families earn a college degree. There is a need to develop and implement a student recruitment and retention plan that increases the number of ECD students participating in rigorous college courses and earning postsecondary degrees.	Grand Prairie ISD will hire a College to Career Counselor for the Innovative Academy. The counselor will work with Leadership Team to develop a student recruitment plan for 6 th through 8 th grade learners. The educator will oversee the implementation of college to career activities in collaboration with partners and serve as the advisor to enroll students in TSIA prep, AVID, grad plan classes, and tutorials. The counselor will work with the family to enroll in postsecondary courses and the NCLEX-RN Exam.
4.	Educational research indicates real world learning improves achievement for students, especially economically disadvantaged learners with limited educational experiences. Clinical practicums in nursing provide opportunities for students to develop knowledge and skills necessary for quality nursing practice and patient safety. There is a need to partner with health agencies to integrate applied learning of marketable skills into classroom and clinical practicum curriculum and provide clinical practicums.	Three hospital partners will serve as active members of the ECHS Nursing Academy Leadership Team. The primary partner, Baylor Scott and White Hospital, will provide in-kind contributions equal to 20-25% of the total grant award. A liaison from each hospital will be designated to interact directly and frequently with ECHS staff, participate in the development of curriculum that includes preparation for the NCLEX-RN Exam and assist in the development and implementation of clinical practicums that expose students to applied learning and real-world activities in nursing.
5.	The success of the Innovative Academy ECHS program requires collaboration of educational and industry partners to establish an nursing program in which students graduate from HS with an associate degree prepared to take the RN licensing exam and to transfer to a university to earn a baccalaureate degree. There is a need to develop an Innovative Academy ECHS Campus Improvement Plan (CIP) to oversee planning, implementation and evaluation of the project and to maximize program sustainability.	The Campus Improvement Committee (CIC) will develop the Innovative Academy ECHS Campus Improvement Plan (CIP). The plan will outline objectives, strategies, personnel, and materials to meet each campus goal. The ECHS Nursing Academy Leadership Team will work oversee day to day activities are implemented on time and as required by the grant program. The Leadership Team and the CIC will meet quarterly to monitor teacher, student, and program data and use feedback to make timely annual revisions to the CIP to improve student success.

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Schedule #14—Management Plan

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Deputy Superintendent	Deputy Superintendent with excellent team building skills, state law and school policy, and grant management; Responsible for oversight of planning, implementing, and evaluating school improvement programs including curriculum, operations, and leadership policies.
2.	Exec. Director of College Readiness	Full time certified TX administrator served with successful experience in planning, implementing, and evaluating ECHS college preparation and success models with IHE faculty, industry partners, and GPISD educators. Working knowledge of ECHS evaluation models required.
3.	Exec. Director of Career and Technology Educ	Full time certified TX administrator with successful experience in planning, implementing and evaluating CTE Health Science career pathways with credentialing institutions, industry partners and GPISD educators. Working knowledge of CTE evaluation models required.
4.	Academy Dean, Program Director	Full time certified TX educator with experience as an Academic Dean. Strong leadership skills including shaping the vision of academic success, facilitating data meetings, managing school operations, creating a positive culture of high expectations, and reporting to GPISD and TEA.
5.	Academy Counselor	Full time certified TX educator with experience as school counselor. Strong communication skills including shaping the vision of recruitment and retention, developing Personal Graduation Plans, hosting College to Career events, and facilitating student enrollment in IHE programs of study.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of ECHS programs leading to high demand industry credential.	1. ISD/TWC identify in demand occupation/credential	02/01/2017	02/08/2017
		2. Crosswalk of HS, IHE & clinical practice courses	02/10/2017	04/14/2017
		3. Academic plan articulated with BS requirements	04/14/2017	05/12/2017
		4. Educator credential determined college courses	04/14/2017	05/12/2017
		5. Educators hired to teach college prep/dual credit	04/14/2017	08/11/2017
2.	Increase the number of dual and college GPISD credential courses taught in health sciences.	1. Course textbooks purchased	02/01/2017	04/14/2017
		2. Funds for tuition and fees agreements finalized	04/14/2017	05/12/2017
		3. Equipment for each course purchased	02/01/2017	05/01/2018
		4. Educators attend training in content/best practices	04/14/2017	05/25/2018
		5. Innovative Academy ECHS offers 9 th gr. courses	08/24/2017	05/30/2018
3.	Increase the number of ECD learners entering and completing degree program.	1. Hire Nursing Academy Academic Dean	02/01/2017	05/30/2018
		2. Hire Nursing Academy Counselor	08/17/2017	05/30/2018
		3. Develop student recruitment and retention plan	02/01/2017	05/25/2018
		4. Schedule and hold college and career events	09/04/2017	03/09/2018
		5. Students enroll TSIA prep, courses, AVID, tutorials	08/24/2017	04/20/2018
4.	Improve class and clinical curriculum to include applied learning of marketable skills.	1. Curriculum Team formed, mtg schedule developed	02/13/2017	02/17/2017
		2. Recruit health care faculty to serve on team	02/20/2017	03/03/2017
		3. Identify current high demand skills for RN	02/03/2017	03/17/2017
		4. Establish criteria based on industry standards.	03/27/2017	04/14/2017
		5. Review and revise class and clinical curriculum	04/17/2017	12/15/2017
5.	Maximize effectiveness and sustainability through continuous monitoring and eval.	1. Leadership Team formed, mtg schedule developed	02/13/2017	02/17/2017
		2. 3 formative, 1 summative program data mtg/year	10/06/2017	04/27/2018
		3. Milestones and timelines revised from feedback	10/06/2017	04/27/2018
		4. Progress presented to Board of Trustees annually	05/26/2017	05/30/2018
		5. Reports submitted to TEA as required	06/30/2017	05/30/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GPISD plans, implements, and evaluates school improvement initiatives through the District Improvement Committee (EIC) using the site based decision making process. The GPISD Board of Trustees sets goals annually for the upcoming school year based on the comprehensive needs assessment which identifies performance gaps and assesses campus needs using performance data from TEA Academic Performance Reports. The improvement committee is responsible for putting the board goals into action. The team consists of parents, educators, administrators, community members and educational partners.

As required by TEA, the committee uses the Site Based Decision Making (SBDM) process to develop school improvement initiatives. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will not just be informed of the plan, but will be part of each phase of planning, implementation, and evaluation. The DIC first studies state and federal academic standards and accountability requirements, and evidence based strategies for improvement. The leaders then create a District Improvement Plan (DIP) that outlines objectives, action steps, personnel, and materials for achieving the board specified goals. The Superintendent and Board of Trustees approve the DIP and all initiatives recommended by the District Improvement Committee.

The District Improvement Committee meets four times each year. During meetings, the Superintendent presents progress reports including data and feedback. With the guidance of district leadership, the DIC uses the information to adjust strategies, personnel, and resources to meet goals. The committee will review Academy reports of progress including student and project level data at the end of each semester. Reports of progress toward meeting goals including adjustments and changes to the plan will be presented to the Board of Trustees after each review. The meeting agenda and minutes will be posted after each meeting on the GPISD website. In this way, school improvement goals, changes, and progress will be continuously monitored, and reported to the board, the community and the school.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Grand Prairie Independent School District (GPISD) we are dedicated to partnering with parents, the community, institutions of higher education, and regional industries to provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic excellence and college readiness. GPISD currently has fourteen Schools of Choice that provide services for identified needs of our students and their families. Each of the existing schools selects students from GPISD and the surrounding area for enrollment based on demonstrated talents, achievement, and dedication to an interest. Similar Efforts: The Dubiski Career High School offers students in the School of Health Science Technology certification programs including nursing, EMT, lab technician, therapy services, and medical records keeping. The addition of the Innovative Academy offering an Associate Degree Nursing will enable all students interested in health science to meet academic and career goals. Coordinated Efforts: Three GPISD college to career campuses have opened since 2013. Each has gained a reputation for excellence. The earliest to open, the Collegiate Charter received all TEA Distinction Designations in 2015 and 2016. To be admitted into the Nursing program at Mountain View College, students will be required to earn an A or B in prerequisite courses including postsecondary English, Math, and Science. Based on the success of existing campuses, students in the Academy will have the teachers and support systems to 'make the grade'. Commitment: The percentage of economically disadvantaged learners enrolled in Grand Prairie ISD is higher than the state average. Approximately 64% of students enrolled in the Grand Prairie ECHS are from low income households and the majority will be the first person in their family to attend college. Grand Prairie ISD is committed to graduating students who have knowledge and skills, habits of thinking, and preparation necessary to successfully complete college. During the first two years of high school, the ECHS Nursing Academy will provide college preparation courses that target Science and English Language Arts content to prepare students to pass nursing program prerequisites and CTE Health Science sequences to prepare students to successfully complete the first three semesters of nursing courses and clinical practicums successfully while in high school. Students will graduate high school with the confidence and capabilities to complete the degree and to enter the workforce highly skilled and prepared to meet the demands of their chosen profession, Registered Nurse.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Innovative Academy Planning Meeting Attendance Sheets and Calendar of Events	1.	Number & dates of Leadership Team planning meetings
		2.	Number & dates of planning meetings with local workforce dev board
		3.	Number & dates of planning meetings with industry partner liaison
2.	Grand Prairie ECHS Course Catalog 2017-18, Clinical Attendance Records	1.	Number of college credit courses provided to students (by type)
		2.	Number of industry experiences provided to students (by type)
		3.	Number of students participated in industry experiences (by type)
3.	Grand Prairie ECHS College Readiness and Recruitment Event Calendar	1.	Number of activities provided to establish a college-going culture
		2.	Number of students that engaged TSIA-success activities
		3.	Number of activities to provide academic support class/TSIA
4.	Innovative Academy Calendar of Events, Grand Prairie ECHS Course Catalog 2017-18	1.	Number & dates of curriculum workshops
		2.	Number opportunities for ECHS/IHE educators to plan, teach, train
		3.	Number of college courses/clinicals revised to include marketable skills
5.	Innovative Academy Calendar of Events, TSIA scores of students 2017-18, PEIMS	1.	Number & dates of Leadership Team data meetings
		2.	Number of TSIA-ready students
		3.	Average number of college credit hours earned per student

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Deputy Superintendent will lead the ECHS Nursing Academy Leadership Team and coordinate data collection and problem correction grant tasks. Program-level data: The Leadership Team will meet during the first months of the grant program to develop a grant timeline that includes goals and objectives correlated to a timeline of activities and events. The Academic Dean, serving as the Project Director, will create an Academy Calendar of Events depicting Leadership Meetings, Campus Improvement Committee meetings, grant planning meetings, curriculum workshops, professional development training, student TSIA exam dates, and college course enrollment dates. The project administrator will develop and provide sign-in sheets for all program events including planning meetings, curriculum workshops, and professional development training. The director will ensure the academic plan for Associate Degree Nursing pathway with proposed clinical practicums at regional healthcare facilities is placed on the appropriate agenda of Board of Trustees meeting for approval. The Leadership Committee will meet four times each year to monitor project implementation and review data. The team will revise grant timelines and activities as necessary based on feedback. This will allow problems to be identified and addressed in a timely manner. Student-level data: The Project Director will create an evaluation checklist depicting student participation and performance on TSIA exams, college preparation courses, college credit courses, and clinical practicums. The data will be used to determine the impact of project activities on student academic achievement. The evaluation table will include the program objective, evaluation method and tools, the indicator of success, and data collection dates. Grand Prairie ECHS educators will work with the Grand Prairie ECHS Chancellor to analyze formative data at common planning meetings. Benchmark data will be collected analyzed at the end of the fall semester using Edugence. The ECHS Nursing Academy Leadership Team will review student data for each content area and for targeted student populations targeting economically disadvantaged learners using the Edugence software product. The Campus Improvement Committee will review data each quarter to determine if students are on track to meeting state, district, and grant performance targets. Decisions will be made to revise course content, AVID curriculum, and tutorial offerings based on student data. Student services will also be adjusted as warranted. In addition, teacher effectiveness will be monitored by the committee using GPISD Professional Development evaluations and walkthrough observation data. GPISD iCoaches will be assigned to coach teachers who are struggling to meet expectations. At the end of each semester, the District Improvement Committee will meet to review Academy data. At the end of the year, the DIC will make corrections and revisions to the Campus Improvement Plan based on data and feedback. Continuous data collection and problem correction will allow student achievement concerns to be identified and addressed in a timely manner.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Biotechnology and Life Science Innovative Academy ECHS will serve students who are at risk of dropping out of school or wish to accelerate completion of the high school program. The high expectation, high achievement secondary school program will serve 6th through 12th grade students. The school of choice will recruit first generation college goers who are at-risk of school failure. The campus will focus on college preparation in CTE Health Science, English, Psychology, Biology, and Algebra to prepare students to pass DCCCD Nursing Program prerequisites and to excel in Nursing courses. The Academy will be a Texas Success Initiative Assessment (TSIA) site. The exam will be administered to all incoming 9th-graders to assess college readiness and to qualify them to enroll in dual credit courses in the 9th grade. Saturday school will be provided at least four times each semester enabling students to attend TSIA test preparation. TSIA exams will be hosted three times each year at the Academy. Summer school will be held three weeks annually to provide opportunities for credit accrual.

a. provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12: In the fall of 2017, Grand Prairie ISD proposes to establish the Biotechnology and Life Sciences Innovative Academy as an ECHS at Grand Prairie ECHS. The health science career pathway will be available to freshman students during the 2017-18 school year. Students in the Academy will take dual credit and Advanced Placement courses leading to a high school diploma and an Associate of Applied Science degree. The Associate Degree Nursing offered by Dallas County Community College District (DCCCD) is a 60 hour program. To increase students' preparation for the occupation of registered nurse, the degree program maintains a one-to-two ratio of class time to clinical time. For every one hour of class, the student will spend two hours in clinical rotation at Baylor Scott and White, Texas General Hospital, and/or Los Barrios Unidos Community Clinic. The degree plan is divided into one semester of prerequisites and four semesters of college classes. Students The cohort will complete the prerequisite semester and two semesters of the program at the ECHS. Students will complete the final two semesters of the program at Mountain View campus to meet the degree program requirement that 25% of the program is offered at the community college. Students will be eligible to earn the associate degree by the fifth anniversary of entering the Academy in 9th grade. The cohort will graduate high school with 40 hours of General Education Core credits to enable students to enter the Bachelor of Nursing degree at University of Texas at Arlington as a junior with 87 credit hours completed. **HS Freshman Year:** The nursing academy, designed in the cohort model, will serve approximately 80 ninth grade students in the 2017-18 school year. Students will take high school courses to meet Foundation School Program requirements and prepare for Nursing Program prerequisites. Course taken will include English I, Algebra I, World History, and AVID college preparation. Students will also be enrolled in a Career and Technology Education (CTE) Principles of Health Science to prepare them to take college credit courses in nursing. In addition, students will take PHED 1164 Introduction to Physical Education and ART 1301 Art Appreciation. Both courses provide dual credit and meet high school, associate degree, and baccalaureate degree requirements. **HS Sophomore Year:** When the academy cohort enters the 10th grade in 2018, students will earn high school credit to meet high school requirements and prepare for the nursing academy including: English II, Geometry, Biology, AVID, CTE Business Information Management, CTE Medical Terminology, and CTE Health Science. Students will also complete SPCH 1315 Public Speaking as dual credit. The course is a high school elective and meets baccalaureate degree plan requirements. **HS Junior Year:** During the first semester, academy students will take prerequisite courses to meet entrance requirements for the AAS: ENG 1301 Composition 1, BIOL 2401 Anatomy & Physiology 1, Math 1314 College Algebra, and PSYC 2301 General Psychology. Students will also take HIST 1301 US History to 1865 to meet high school graduation and baccalaureate requirements. The Counselor will work with families to apply for admission to the DCCCD

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Statutory Requirement 1 (continued)

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Nursing Program at the end of the fall semester. During the second semester of their junior year, students will earn credits in: RNSG 1301 Pharmacology, BIOL 2402 Anatomy and Physiology II, RNSG 1105 Nursing Skills I, RNSG 1413 Foundations for Nursing Practice. In addition, students will take HIST 1302 US History Since 1865 as a dual credit course to meet high school and baccalaureate degree requirements. During the summer, students will take the course RNSG 1360 Clinical Registered Nursing/R.N. By the beginning of their senior year, Academy students will have completed semester one of the Associate Degree Nursing academic plan and 29 hours that meet General Education Core baccalaureate degree requirements. HS Senior Year: During the first semester, students will earn college credit in: BIOL 2420 Microbiology, RNSG 1144 Nursing Skills II, and RNSG 1160 Clinical- Registered Nurse/R.N. They will also take ENG 1302 Composition II and GOVT 2305-American National Government as dual credit to fulfill high school and baccalaureate academic plans. During the second semester of their senior year, students will earn college credit in: RNSG 2213 Mental Health Nursing, RNSG 1441 Common Concepts of Adult Health, and the CTE Practicum, RNSG 2362 Clinical-Registered Nurse/R.N. In addition, students will take ENG 2322 British Literature and ECON 2301 Principles of Macroeconomics as dual credit to meet high school and baccalaureate degree requirements. The curriculum in each nursing course and clinical course has been designed to prepare for the NCLEX-RN. At the end of their senior year of high school, the students in the academy will have completed semester two of the Associate Degree Nursing degree plan and 40 hours that meet General Education Core baccalaureate degree requirements.

Postsecondary: Students will complete the final two semesters (13 hours including three clinicals) of the Associate Registered Nurse AAS degree plan at Mountain View College in the fall and spring semester after high school graduation. Once the students have completed the degree program, they will be eligible to take the NCLEX-RN Examination to become licensed as a Registered Nurse (R.N.) in Texas.

b. allow a participating student to complete HS and, on or before the fifth anniversary of HS entrance, receive a HS diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree.

Early College High School course sequences have been designed to combine Foundation High School Program requirements and 60 hours of dual credit courses and/or Advanced Placement courses leading to an Associate of Applied Science degree from Dallas County Community College. Students completing the nursing career pathway will earn a high school diploma including Career and Technical Education courses in the health science technology cluster, a public service endorsement, and the Distinguished Level of Achievement. Concurrently, the students completing the course sequence will earn an associate degree. The Associate Degree Nursing is a five-semester, 60 credit-hour program. ECHS Academy graduation plans have been developed to enable students to earn a high school diploma in four years. Then, by taking 13 hours of college courses during the fall and spring semester, complete the Associate Degree Nursing AAS in less than five years from the date they entered high school. In addition, students will be able to transfer hours to complete the UTA Bachelor of Science in seven years from the date they entered high school.

c. include articulation agreements with colleges, universities, and technical schools in the state to provide a student access to postsecondary educational and training opportunities. Grand Prairie ISD has submitted a final, signed Memorandum of Understanding (MOU) with Dallas County Community College which is attached to the application. The document establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions and includes provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS. The agreement addresses all ECHS requirements including curriculum alignment, instructional materials, the instructional calendar, courses of study, eligibility of students for higher education financial assistance, student enrollment and attendance, grading periods and policies, and administration of statewide assessment instruments. The articulation agreement between DCCCD and GPISD is part of the document. have been executed. In addition, an equivalency chart published by the University of Texas at Arlington outlines the articulation agreement between the DCCCD Associate Degree Nursing and the UTA Bachelor of Science in Nursing Degree. The document lists the DCCCD coursework that may be taken at this college and will transfer to meet UTA's College of Nursing and Health Innovation degree plan requirements.

d. provide students flexibility in class scheduling/academic mentoring. The Academy will be an autonomous ECHS. Grade levels will be given flexibility to schedule courses including providing double block classes at the end of the day to allow students to attend clinical practice courses at health care facilities. Also, flexibility in grade level scheduling will allow students to enroll in AVID courses, TSIA seminars, and EOC preparation, and college course tutorials each year to meet the specific mentoring, advising, and tutorial needs of learners. The school will use an electronic data sharing program to allow the school and health care facilities to monitor attendance at partnering sites.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Workforce Commission publishes a list of high demand occupations annually on the Labor Market and Career Information website. Analysis of data over the past three years, indicates Registered Nurse is the top ranked occupation based on job openings in the Dallas Workforce Development Area. In addition, the data projects more than 31,390 additional registered nurse jobs will be created in the next six years. American Association of Colleges of Nursing data predicts about 56 percent of college graduates with a registered nurse degree will land jobs within six months. This figure is twice as high as job placement rates for all other college graduates combined. Clearly, workforce data underscores the need for preparing Texas high school students to earn a degree that qualifies them to be licensed as a Registered Nurse.

Studies of secondary schools that achieve high achievement indicate those campuses set high expectations for their students and provide the means to attain their goals. The Biotechnology and Life Science Innovative Academy will move away from fragmented graduation plans developed to meet Texas high school diploma requirements to course plans created to provide concept and skills development and earn the credential to become a licensed registered nurse. Grand Prairie ISD has formed a Nursing Academy Curriculum Team to develop the course plan that articulates Foundation School Program, Associate Degree Nursing AAS, and Bachelor of Science in Nursing requirements. The team includes representatives from Grand Prairie ISD, Workforce Solutions Greater Dallas, Mountain View College, the University of Texas at Arlington, Baylor Scott and White Hospital, Texas General Hospital and Los Barrios Unidos Community Clinic. Each member will play a vital role in identifying curriculum that meet the common workforce needs of the local community and region, and providing information about specific education, training and employment in the Registered Nurse profession.

Each year, the ECHS Nursing Academy Curriculum Team will attend curriculum workshops lead by the Executive Director of College Preparation and ECHS Academy Counselor to review courses in the degree program to ensure "stackable" credits are articulated with the associate and baccalaureate degrees and prepare students to pass the NCLEX-RN Exam which is required to become licensed as a Registered Nurse in Texas. The curriculum team will:

- Review and revise articulation agreements based on committee recommendations and update MOUs with institutions of higher education annually.
- Establish articulation agreements that provide concurrent enrollment in baccalaureate nursing degree plans at multiple state universities;
- Review and revise existing curriculum to include instructional strategies that make work a central context for learning and incorporate occupational skills training when appropriate;
- Review and revise nursing courses and clinical practicums to include preparation for the NCLEX-RN exam which tests the student's ability to apply knowledge in patient care scenarios and to use critical thinking skills to make nursing judgements.
- Determine educator qualifications and credentials required to instruct Nursing Academy courses and provide GPISD teachers with funding to enroll in courses;
- Identify alternative methods of earning credit including Texas Virtual School Network, online courses from postsecondary institutions, distance learning courses, etc; and

According to an analysis of Student Right to Know data conducted in 2014, the expectations and goals of first generation college goers are significantly mediated by their economic status. In a study of 76 community colleges, only 60 percent of low-income students expected to earn a bachelor's or higher degree, compared to over 80 percent of high income students. Low-income students were also significantly more likely to have unknown expectations or to have a certificate as their highest expected credential. The academic background of the family and socioeconomic status are also strongly related to the probability of completion. Only 22.3 percent of first-time, full-time community college students in degree programs attained a postsecondary credential in their starting institutions after 3 years. The ECHS Nursing Academy academic plan provides a blueprint for students to earn a credential that leads to employment to the occupation that has the highest number of job openings in their region. In addition to working with the Curriculum Team, Workforce Solutions of Greater Dallas representatives will conduct training for students in investigating jobs, determining salaries, investigating workplace dynamics; developing resumes, and applying to job openings using electronic job placement resources. The representatives will also work with the College to Career Counselor to guide families in using the online system to continually access job openings and apply for positions in the nursing industry.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

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Grand Prairie ISD will partner with three healthcare service providers in our region to implement the Biotechnology and Life Sciences ECHS Academy: Baylor Scott & White, TX General Hospital, and Los Barrios Unidos Community Clinic. Each facility serves patients in Grand Prairie and have agreed through a letter of commitment to partner.

- Leadership Team Member:** Each healthcare facility will select one representative with knowledge of clinical practicum requirements and experiences to serve on the ECHS Nursing Academy Leadership Team.
- In-kind Contributions:** Healthcare facilities will provide in-kind contributions equal to 20% - 25% of the grant award:

In-kind Contribution	Partner	Planning Period		Year 1	
Administrator of Clinicals	Baylor	\$4944	1 admin, 8 mtg, \$1234/mtg	\$4944	1 admin, 8 mtgs, \$1234/mtg
Salary/fringe for staff to attend curriculum meetings	Baylor	\$3208	2 staff, 4 mtgs, \$401/day	\$3208	2 staff, 4 meetings, \$401/day
	TX General	\$1324	1 staff, 4 mtgs, \$331/day	\$1324	1 staff, 4 mtgs, \$331/day
	Community Clinic	\$1208	1 staff, 4 mtgs, \$302/day	\$1208	1 staff, 4 mtgs, \$302/day
Equipment costs	Baylor	\$2832	1 staff /12 days/\$236	\$ 66,739	1 classroom equipment and furniture in hospital setting.
Facilities Costs	Baylor	\$1328	Use of building curriculum workshops (\$332/meeting x 4 mtgs)	\$7968	Use of building curriculum workshops and clinicals (\$332/room x 24 days)
Scholarships	Baylor	\$6000	annual scholarship.	\$6000	annual scholarship
Totals		\$20,844	Planning	\$91,391	Year 1

Each contribution is designed to support relevant and frequent industry experiences for students enrolled in the ECHS Nursing Academy. The total in-kind contributions for the planning period and year 1 total \$112,235 which is more than 25% of the total grant award.

c. Liaison to Interact with ECHS Staff. During the planning year, a representative from each healthcare facility will attend 4 curriculum meetings to review course content and to provide expertise in revising nursing courses and clinicals to meet industry standards and real-world demands of persons in the occupation.

d. Curriculum Development: During the planning year, a representative from each healthcare facility will attend 4 curriculum meetings to review course content and to provide expertise in revising nursing courses and clinicals to meet industry standards and real-world demands of the occupation. In addition, curriculum will be revised to prepare students to pass the NCLEX-RN Examination, the licensure test to become a R.N. in Texas.

e. Industry experiences: To increase students' preparation for the occupation of registered nurse, the degree program maintains a one-to-two ratio of class time to clinical time. For every one hour of class, the student will spend two hours in clinical rotation at Baylor Scott and White, Texas General Hospital, and/or Los Barrios Unidos Community Clinic. During clinicals, students will work with nurses to implement classroom learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the fall of 11th grade, students will take prerequisite courses to prepare them to enter into nursing program. During AVID, the students will apply to the Mountain View College Nursing Program. Once they have been accepted, students will begin taking a lecture and lab course that trains them in workplace concepts and skills through demonstrations and practice. The two courses prepare them to enroll in a Registered Nurse clinical practicum course. The cycle of taking a lecture and lab course, then a clinical practicum course continues each semester through graduation. An outline of the nursing courses and occupational skills acquired is provided below for each semester.

Spring 11th Grade – Nursing courses designed to prepare students for Clinical taken during summer.

RNSG 1105 Nursing Skills 1 – This course will be taught at the ECHS in a nursing lab. The course is a study of the concepts and principles necessary to perform basic nursing skills for the adult patient. The course requires students to demonstrate their ability to perform basic nursing procedures competently. Course content includes knowledge, judgment, skills, and professional values. The course will be double blocked to allow students to tour TX General Hospital and Los Barrios Unidos Community Clinic to observe demonstrations of nursing skills taught in class.

RNSG 1413 Foundations for Nursing Practice – This is a lecture course that has been certified by the Board of Nursing (BON). The course introduces the role of the professional nurse as provider of patient-centered care, patient safety advocate, and member of health care team. Content includes fundamental concepts of nursing practice, history of professional nursing, and a systematic framework for decision-making. The mechanisms of disease and the needs and problems that can arise are discussed and how the nursing process helps manage the patient through these issues. The course emphasizes knowledge, judgment, skills, and professional values within a legal and ethical framework.

Summer after 11th grade – Clinical course.

RNSG 1316 Clinical-Registered Nursing/R.N. – Students will travel to Baylor Scott and White Hospital four days each week for six weeks to participate in the health-related work-based learning experience. The Clinical practicum enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional at Baylor Scott and White hospital.

Fall 12th Grade – Nursing courses designed to prepare students for Clinicals during the spring of 12th grade.

RNSG 1144 Nursing Skills II – The course studies the concepts and principles necessary to perform intermediate or advanced nursing skills and demonstrate competence in the performance of nursing procedures. The double blocked lab course includes knowledge, judgment, skills and professional values. The double blocked course will allow students to tour TX General Hospital and Los Barrios Unidos Community Clinic to observe demonstrations of nursing skills.

RNSG 2213 Mental Health Nursing – The course which has been licensed by the BON introduces principles and concepts of mental health, psychopathology, and treatment modalities relating to the nursing care of clients and their families. Emphasis is on assessment, communication techniques, promotion of mental health, caring, ethical and legal aspects. The course content includes applicable competencies in basic workplace skills.

Spring 12th Grade – Nursing and Clinical course.

RNSG 1441 Common Concepts of Adult Health – The BON certified course integrates the role of the professional nurse as a provider of patient-centered care, coordinator of care, patient safety advocate, member of health care team, and member of profession. The course studies common concepts of caring for adult patients and families with medical-surgical health care needs related to body systems, emphasizing knowledge, judgment, skills and professional values.

RNSG 1160 - Clinical-Registered Nursing/R.N. – The BON certified courses is a work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by clinical professionals at Baylor Scott and White hospital.

Summer after 12th grade – Clinical course.

RNSG 2362 Clinical-Registered Nursing/R.N – The BON licensed work-based learning course utilizes systematic problem-solving process and critical thinking skills to provide nursing care of adults with common care needs in diverse health care settings. The focus is on performance of an adult assessment, pharmacotherapeutic interventions, and the collaboration in course-related and basic workplace interventions.

The course sequence of the ECHS Nursing Academy is designed to provide development & practice of workplace skills.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Grand Prairie ECHS Biotechnology and Life Sciences ECHS Academy will serve high risk learners including first generation college goers, economically disadvantaged students, and students at risk of dropping out of school. Grand Prairie ISD will employ an Academic Dean and Counselor who serves only students of the Academy. The ECHS Nursing Academy Leadership Team has outlined job responsibilities of the Career to College Counselor based on *What Works Clearinghouse Dropout Prevention Guide* recommendations proven to be effective in promoting academic success for at risk youth. Job responsibilities for each recommendation are listed below.

Recommendation: Deliver Rigorous and Relevant Instruction - Beginning in 9th grade, students in the ECHS Nursing Academy will enroll in a sequence of courses leading to licensure as a Registered Nurse. The courses include Career and Technical Education health science courses, dual credit associate degree and baccalaureate degree courses, and community college Registered Nurse Associate degree courses. Each semester, the counselor will work with families and the Mountain View College advisor to create a diploma and degree plan and to register students in courses.

Recommendation: Hire Adult Advocates to Support Students and Families - Staying on track to complete the sequence of courses is important to meet the goal of passing the NCLEX-RN Examination and become licensed as a Registered Nurse (R.N.) in Texas by the summer after graduation from high school. The College to Career Counselor will mentor students and families in using Academy resources to meet academic goals and will provide contacts to social services that promote health or safety when needed. The counselor will help ECHS Nursing Academy students enroll in postsecondary courses at Mountain View College and register for the R.N. examination.

Recommendation: Behavior and Social Skill Support: The College to Career Counselor will coordinate Leadership Clubs for the ECHS Nursing Academy. Teenage Leadership Club activities support students in developing decision making strategies and social skills that lead to success in school and life. Concepts taught through interactive lessons include consequence of choices, resisting peer pressure, public speaking, and goal setting.

Recommendation: Use Data Systems to Continually Monitor Progress - Use of data enables Academy educators to identify and implement appropriate academic and social prevention and intervention programs. Grand Prairie educators use the Edugence system to collect and analyze data. College to Career Counselors and the use the data system to review an initial student assessment and monitor student progress based on risk factors including student absences, grades, credit accumulation, and behavioral reports. Risk factors will be used to enroll students in counseling sessions or extra curricular activities such as Leadership Club. The counselor will provide reports of student progress each semester to the Project Director who will share data with the ECHS Nursing Academy Leadership Team to revise grant targets and timelines, and evaluate effectiveness of each grant component.

Recommendation: Provide Academic Support and Enrichment: Academy students will be enrolled in AVID each semester. The course content provides WICOR curriculum to promote college preparation and success as well as computers for online tutorials, word processing and presentation programs, and Internet research resources. In addition, students will work with the Career to College Counselor or the AVID instructor during class to review college course requirements, class assignments, project deadlines, and exam schedules.

Recommendation Targeted Instruction: To ensure on-time promotion to the next grade and graduation from the Academy and Mountain View College within five years, the counselor will work with students to identify and enroll in academic support resources at the ECHS. These resources include tutorials for courses, Saturday School for TSI exam preparation, and End-of-Course test preparation sessions.

The Biotechnology and Life Sciences Innovative Academy will be established to increase the number of Grand Prairie students who graduate high school, complete a postsecondary degree and enter a high demand occupation. The prevention and intervention services provided by the College to Career Counselor are designed to ensure high risk students stay in school and progress through school to ultimately meet their academic goals of working in the Dallas-Ft. Worth metroplex as a Registered Nurse.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 5: The **INDUSTRY CLUSTER NAME** Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the **INDUSTRY CLUSTER NAME** Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ECHS Career Preparation Academy Leadership has developed an academic plan that restructures high school curriculum and operations to enable students to earn a high school diploma, associate degree and baccalaureate degree in the high demand occupation of Registered Nurse: (1) High School Diploma - The academic plan of the ECHS Nursing Academy meets the requirements of the Foundation School Program to enable students to earn a high school diploma in four years with a Public Service endorsement and a Distinguished Level of Achievement; (2) Associate Degree - The ECHS Nursing Academy academic courses have been articulated with the Associate Degree Nursing (AAS) degree from the Dallas County Community College District. The degree plan enables students to complete degree requirements within five years upon entering 9th grade. The degree qualifies students to take the National Council Licensure Examination (NCLEX-RN). Passing the exam qualifies the student to begin practice as an entry level Registered Nurse; and (3) Baccalaureate Degree - The academic plan of the ECHS has been articulated with the Bachelor of Science in Nursing (BSN) degree at the University of Texas at Arlington. Earning an associate degree and a R.N. license qualifies students to enter the baccalaureate program on the articulated RN to BSN degree plan. Students will enter with 42 hours of college credit completed and will be on track to complete the degree within one year of entering the university program. Courses on the degree can be completed online and clinical practicums can be completed at the RNs place of employment to allow the student to work and complete the degree simultaneously. The degree qualifies the R.N. to additional career options within health care facilities through developing the nurse's ability to apply a systematic approach of assessing patient needs and by strengthening leadership and management skills. Healthcare managers make approximately \$49.07/hour compared to \$32.48/hour for a Registered Nurse according to TX Workforce Commission data. The College of Nursing and Health Innovation at The University of Texas at Arlington is accredited by the Commission on Collegiate Nursing Education.

The academic plan is based on the Texas Education Agency Early College High School model which has significantly reduced the number of at-risk students dropping out of school, increased the number of students graduating on-time with their cohort, and improved the number of students entering and completing college. Participating students will become engaged in creating and monitoring their own learning pathway to meet personal and academic goals. The College to Career Counselor and institution of higher education advisors will work with families to develop a Personal Graduation Plan based on four types of courses:

- College-level technical education courses – Career and Technical Education (CTE) courses refer to a circumstance in which a student is enrolled in an accredited technical training program and the high school. Students will take CTE health science courses in 9th and 10th grade to prepare for rigorous nursing courses on the academic plan.
- Dual Credit Courses - Dual credit is a process through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond the Texas Essential Knowledge and Skills. Students will take dual credit courses to fulfill high school and community college requirements.
- Advanced Placement (AP) Courses –AP course are taken as advanced credit. Each course is approved by the College Board AP® Course Audit and students who meet criteria on the exam will receive college credit.
- College courses – Nursing course credits will be taken to fulfill AAS and BSN requirements.

The Innovative Academy will enable Grand Prairie ISD students to be employed in healthcare facilities as a Registered Nurse or Medical and Health Service Manager in Dallas County. Registered Nurse: According to Texas Workforce Commission Labor Market and Career Information Data, the occupation of Registered Nurse has the highest number of job openings in Dallas County. In addition, the data indicate the number of R.N.s employed in Texas will increase by approximately 10,000 positions annually. By 2022, the year the first Academy students graduate, Texas will employ more than 290,000 Registered Nurses. Medical/Health Service Manager In 2023, the year Academy students are eligible to earn a BSN degree, there will be 25,000 Medical and Health Services managers employed in Texas. Articulating AAS courses with Bachelor of Science in Nursing credits empowers students to complete a four-year degree and advance into management or director positions in a healthcare system within six years of entering high school. The proposed Biotechnology & Life Sciences Innovative Academy provides an accelerated program for students to earn advanced degrees to join the workforce as a Registered Nurse or a Healthcare manager. Within six years, Academy graduates will have the opportunity to take a lead role in nursing, a high demand profession of our region.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The University of Texas at Arlington (UTA) has published an equivalency chart that lists the Dallas County Community College District (DCCCD) courses that will transfer to the university to meet Bachelor of Science in Nursing degree plan requirements. The following chart lists the DCCCD coursework to be taken at the Innovative Academy that will count as UTA credit toward the baccalaureate degree.

UTA Bachelor of Science in Nursing		DCCCD Associate Degree Nursing Course Equivalent	
UTA Course Number	UTA Course Description	DCCCD Course Number	DCCCD Course Description
BIOL 2457	Human Anatomy and Physiology I	BIOL 2401	Anatomy and Physiology I
BIOL 2458	Human Anatomy and Physiology II	BIOL 2402	Human Anatomy and Physiology II
BIOL 2460	Nursing Microbiology	BIOL 2420	Microbiology for Non-Science Majors
MATH 1302	College Algebra	MATH 1314	College Algebra
MATH 1308	Elementary Statistical Analysis	MATH 1442	Elementary Statistical Models
PSYC 1315	Introduction to Psychology	PSYC 2301	General Psychology
HIST 1311	History of the United States (1492-1864)	HIST 1301	United States History I
HIST 1312	History of the US (1865 to Present)	HIST 1302	United States History II
POLS 2311	Government of the United States	GOVT 2305	Federal Government
ENGL 1301	Rhetoric and Composition I	ENGL 1301	Composition I
ENGL 1302	Rhetoric and Composition II	ENGL 1302	Composition II
ENGL 2338	Technical Writing	ENGL 2311	Technical and Business Writing
Fine Arts	Any 3 credit hour architecture, art, dance, music, humanities, or theater course	ART 1301	Art Appreciation

Innovative Academy students will have an option of completing the Bachelor of Science in Nursing (BSN) degree as they work as a Registered Nurse. BSN courses are offered online and clinicals can be scheduled as part of the nurse's work day. During the senior year of high school, the UT Arlington College of Nursing and Health Innovation academic advisor and College to Career Counselor will work with each student and their family to create an individual course map. Students will have completed 42 hours of the baccalaureate degree upon graduation from high school. This makes students the ability to complete the BSN within one year of entering the university program.

The Dallas County Community College District and University of Texas at Arlington have published an equivalency chart. The document published by UTA lists all prerequisite coursework that may be taken at Dallas County Community College District and will transfer to meet UTA's College of Nursing and Health Innovation degree plan requirements for the Bachelor of Science in Nursing degree. The Curriculum Team will work to develop a concurrent agreement with UTA as well as other baccalaureate nursing programs across the state. Concurrent enrollment refers to a circumstance in which a student is enrolled in two or more educational institutions at the same time - the high school and a college or university. Offering concurrent enrollment will provide options for student seeking a baccalaureate degree. It is important that students leave the Innovative Academy prepared to work in a high demand occupation and prepared to continue advanced academic degree programs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ECHS Nursing Academy Leadership Team will meet each nine weeks. Leadership Team members will include:

a. District - The team will be lead by the Deputy Superintendent for Innovation and School Improvement. The administrator oversees all federal, state, and local grant programs focusing on improving academic improvement for at-risk learners. The high-level administrator has decision-making authority and meets regularly with the Superintendent to provide information concerning the progress of the project toward preparing students for college success in the field of nursing. The administrator will also be responsible for sending the Leadership Team meeting minutes to members of the team. ECHS Nursing Academy Leadership Team members will include:

b. Primary dual credit partner: Representatives from Dallas County Community College District Mountain View Campus will work with the team to develop, implement, and evaluate the degree program. Team members will include:

- The President –
- Provost –
- Dean of the College of Education
- Dean of the Nursing Program
- ECHS liaison

c. University partner: Representatives from the University of Texas at Arlington Nursing Program will work with the Leadership Team to develop an academic plan that is articulated with baccalaureate degree requirements. The team members will include:

- ECHS liaison
- Dean of the Nursing Program

d. Industry Partner: Each healthcare facility will provide a liaison to plan, develop, and evaluate clinical practicum course planning and implementation of the plan.

The ECHS Nursing Academy Leadership Team will meet each nine weeks to review project and student level data. In this way, the site based team will continuously monitor the effectiveness of grant implementation and the impact of the program on student achievement. In addition, the committee will examine budget expenditures each nine weeks to monitor use of grant funds. The team will revise timelines and targets on the Academy Calendar and recommend grant amendments to request budget changes when warranted. At the end of the first semester of school, the Leadership Team will communicate student and project data toward meeting campus goals to the Campus Improvement Committee. It will also be the responsibility of the committee to conduct an annual summative evaluation of the program. The Leadership Team will use "Indicators of Success" specified by the Planning Committee to determine if the project is being implemented as planned and if the project is having an impact on college and career readiness. The Leadership Team will use the information to make adjustments to grant activities and milestones on the Academy Calendar for the upcoming year. The Leadership Team will also communicate project data with the Campus Improvement Committee. The committee will use the information in developing the Grand Prairie ECHS Campus Improvement Plan for the upcoming year. The Deputy Superintendent will present the Grand Prairie ECHS Campus Improvement Plan to the District Improvement Committee which includes the Superintendent.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grand Prairie ISD has the experience, students, staff, resources, and commitment to sustain the Biotechnology and Life Sciences Innovative ECHS Academy. Ongoing, Existing Efforts Similar to the Planned Project: Grand Prairie ISD is an open enrollment district, which means you do not have to live in Grand Prairie to choose GPISD. The district offers numerous traditional schools, schools of choice, and programs of choice at all grade levels. In 2014, the GPISD Collegiate Institute charter school opened its doors as a grade 6-12 Early College High School Campus. Due to the success of the program in earning distinguished achievement in each accountability category and preparing students to enter and succeed in college, Grand Prairie opened two early college high school campuses in South Grand Prairie in 2015. Grand Prairie ECHS and Grand Prairie South ECHS enable students from all areas of the district to attend a collegiate high school. The district is committed to sustaining and expanding the number of early college high school programs available to students. Recruitment of Students: The *Grand Prairie ISD Experience*, scheduled in January each year at the Dubiski Career High School provides families with information about Grand Prairie ISD Schools of Choice. Students may apply for a School of Choice, Program of Choice or transfer annually between January and February through an online submission window. Students must provide the online confirmation of application, birth certificate, transcript or grades, state assessment (STAAR, EOC,) results, attendance records, and behavior records to complete the enrollment process. Families without Internet access are provided technology access at the Parent Involvement Center, GPISD campuses, or the District's Education Center. The district has a history of excellence in providing innovative learning environments to maximize student achievement. In its second year of operation the south campus has 329 enrolled students. The district has the experience and resources to successfully recruit students into the early college programs. High Quality Project Students and Staff: In 2015 when the second early college campus opened, the GPISD Collegiate Institute changed its name to Grand Prairie ECHS. The Biotechnology and Life Sciences Innovative Academy will open in this early college program. The dedicated students and teachers at the high expectation, high achievement campus received all seven distinguished achievement awards from TEA in 2015-16 school year. The campus has a positive culture to successfully implement a successful nursing program that leads to degree and licensure. Coordinate Efforts to Maximize Effectiveness of Grant Funds: Grand Prairie ISD will coordinate funds from all sources including ADA, Title I, Title III, and State Compensatory Education funds to maximize effectiveness of grant funding. The district has committed the use of a district building located in a high need area of the school district to house the early college high school campus. In addition, the district has committed resources to the project including district personnel to communicate goals of the nursing program to the district and community; facilitating relationships with college and university partners; establishing relationships with healthcare service agencies to provide clinical practicums; utilizing district infrastructure, professional development, and technicians to establish and support the campus technology system; and using district transportation resources to transport students to workplace activities. Resources: The early college high school initiative will use research based components and traditional funding sources to develop a system that is sustainable; however, it is the success of the project in positively changing the lives of participants, the learning environment of the school, and the economy of the community and state that will sustain the project. The building, classrooms, furniture, and educational materials have been identified to operate the campus during the life of the grant and beyond. These resources represent the school districts' support of this Innovative ECHS Academy initiative. Additionally, the GPISD Educational Foundation and the Dallas County Community College District will continue to provide tuition waivers and post secondary scholarships for students enrolled in dual credit courses. Baylor Scott and White, TX General Hospital, and Los Barrios Unidos Community Clinic will continue to serve as healthcare partners to provide clinical practicums for our students during the grant period and after it ends. Commitment: Grand Prairie ISD will sustain and expand the Biotechnology and Life Sciences Innovative ECHS Academy to graduate 80 students in 2022. Students will graduate with the college credits to complete an Associate Degree Nursing degree and take the National Council Licensure Examination (NCLEX-RN) within one year. This will allow them to work as a Registered Nurse in Texas making almost \$40/hour. The students will also have the opportunity to continue their education at the University of Texas at Arlington to earn a Bachelor of Science in Nursing. The degree qualifies GPISD graduates to become Health Care Managers with a starting salary of \$50/hour. The proposed program can substantially change the future of a significant number of high need students in our district. All participants, including higher education and healthcare partners, are committed to a successful program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057910

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Biotechnology and Life Sciences Innovative Academy ECHS will be an ECHS established at an existing collegiate campus, the Grand Prairie ECHS. The Academy will recruit and enroll a majority of students who are at risk of dropping out of school. The majority of learners will be economically disadvantaged and students who wish to accelerate completion of the high school program. Grand Prairie ISD serves 76% economically disadvantaged learners. The Grand Prairie ECHS serves approximately 64% economically disadvantaged learners and approximately 10% English language learners. It is estimated that the demographics of the Academy will be similar - between 60% and 70% students from low income housing and roughly 10% limited English proficient. The Academy will serve approximately 80 students in grades 9 through 12. The cohort model will serve grade nine during the 2017-18 school year and add a grade level each year. The first cohort will be on track to graduate from high school in 2021, graduate from DCCCD in 2022, and graduate from UTA in 2024.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057910

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing Content

County-district number or vendor ID: 057910

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.**NOTE:** The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

THE STATE OF TEXAS

§

COUNTY OF DALLAS

§

§

**INTERLOCAL AGREEMENT
BETWEEN
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
AND
GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT
RELATING TO
GRAND PRAIRIE EARLY COLLEGE HIGH SCHOOL**

THIS INTERLOCAL AGREEMENT (hereinafter referred to as "IA") is made and entered into by and between the Dallas County Community College District, a Texas political subdivision of higher education, on behalf of Mountain View College ("Mountain View College") and the Grand Prairie Independent School District ("Grand Prairie Independent School District"); and

WHEREAS, pursuant to the authority granted in compliance with Section 29.908 of the Texas Education Code (TEC), the parties have agreed to this MEMORANDUM OF UNDERSTANDING regarding the establishment of the **Grand Prairie Early College High School**, serving grades 9-12, and providing dual enrollment for academic dual credit college courses for high school students at the Grand Prairie 9th Grade Center located at 101 High School Drive, Grand Prairie, TX 75050. The Grand Prairie Early College High School is designed to begin serving 100 9th-grade students beginning with the fall 2015 academic year, and will cap enrollment at 125 students per grade cohort.

WHEREAS, services under this IA are targeted towards low-income students, students who are highly motivated and capable but may need additional assistance to realize their potential, students who are English Language Learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, and students for whom the cost of college is prohibitive.

WHEREAS, under this IA, Early College High Schools are small schools with enrollments between 400-500 or fewer students (100-125 students per grade cohort), who will be allowed to earn both a high school diploma and an Associate's degree, or alternatively, two years of college credit toward a Bachelor's degree; and

WHEREAS Early College High Schools will prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work,

will improve academic performance and self-concept, and will increase high school and college/university completion rates;

NOW, THEREFORE, the parties to this IA mutually agree to the following:

1. **Guiding Principles:** The Mountain View College and Grand Prairie Independent School District alliance will function with the following principles:

- A. Establishment of a mutually beneficial partnership between Mountain View College and Grand Prairie Independent School District that allows a flexible and creative response to the mission, as well as the organizational and fiscal needs of both institutions.
- B. Collaboration in planning, implementation and continuous improvement of Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
- C. Provision of rigorous, college readiness Texas Higher Education Coordinating Board rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.
- D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, Federal and private/foundation sources to operate the program successfully.
- E. Location of the Early College High School on the grounds of the Grand Prairie 9th Grade Center, with transportation provided to Mountain View College for onsite visits at least six times per academic year, and more frequently for students in grades 11-12 who will take a majority of courses at Mountain View College.
- F. Shared use of facilities including classrooms, labs, offices and libraries that reduces operation costs and promotes collaboration of students, faculty, staff, and community members in program success.
- G. Selection of students that reflects the diversity of the region served by the Grand Prairie Early College High School as indicated by the demographics of Grand Prairie High School.
- H. Follow Texas Higher Education Coordinating Board rules relating to Dual Credit which are incorporated into this IA by reference as Attachment A, "Dallas County Community College' Guidelines for Early College High Schools Dual Credit Courses And Remedial Courses Offered in Partnership with Texas Public Schools, 2015-16 Academic Year", consistent with TEC §29.908.

2. **Attachments to this Agreement.** The following attachments are attached and incorporated into this Agreement by the reference indicated:

- A. Guidelines For Early College High Schools, Attachment A; and
- B. List of Aligned High School and College Courses, Attachment B;

3. **Scope of Agreement and Limitations of Authority:** The Scope of the IA and the parties agree as follows:

A. **Governance:**

(1). The Grand Prairie Early College High School established under this IA will:

- a. Be governed by state and Federal laws and regulations, and Grand Prairie ISD and Mountain View College of the Dallas County Community College District policies and requirements. The Grand Prairie Independent School District shall apply to the Texas Education Agency for the continued award of an Early College High School designation.
- b. Operate within the rules and guidelines established by the Texas Education Agency (TEA) and Mountain View College of the Dallas County Community College District and Grand Prairie Independent School District.
- c. Operate within the normal operating hours of Mountain View College and/or Grand Prairie Independent School District as mutually agreed upon by the parties.

(2). The Grand Prairie Early College High School Principal will:

- a. Serve as the chief administrative officer of the Grand Prairie Early College High School, and will be appointed by the Superintendent of Grand Prairie Independent School District. The principal will be an employee of Grand Prairie Independent School District, and the Grand Prairie Independent School District will be responsible for payment of benefits, if any, to the principal, and the principal shall not be entitled to receive employee benefits from the Dallas County Community College District, including but not limited to unemployment compensation, workers' compensation, health insurance and retirement benefits. Grand Prairie Independent School District assumes full responsibility for workers compensation insurance and for payment of all Federal, state and local taxes or contributions, including, but not limited to unemployment insurance, Medicare and income taxes. Should the position of Grand Prairie Early College High School Principal become vacant and the need to appoint a new principal arises, following all Grand Prairie Independent School District Human Resources Policies and Procedures, Mountain View College will have the opportunity to be represented on the principal search committee and participate in the hiring deliberations.

- b. Have the authority to implement within the rules and guidelines established by TEA, Mountain View College, the Dallas County Community College District and Grand Prairie Independent School District:
 - i. Staffing;
 - ii. Budget;
 - iii. Student pre-assessment activity, assessment, curriculum and scheduling;
 - iv. Professional development;
 - v. Access to school and student data for Grand Prairie Early College High School college students with permission of Mountain View College. If a process needs to be developed for this task, College and Grand Prairie Early College High School shall determine one to share the data; and
 - vi. Parent and community involvement consistent with the mission and needs of the school.
 - c. Report to the Superintendent of Grand Prairie Independent School District and will collaborate with the President of Mountain View College or his/her designee on all matters related to Grand Prairie Early College High School.
 - d. Is the primary contact of and spokesperson for the Grand Prairie Early College High School.
- (3). Grand Prairie Early College High School Steering Committee will:
- a. Be comprised of representatives of Grand Prairie Independent School District and Mountain View College.
 - b. Be co-chaired by the Grand Prairie Independent School District Superintendent or his/her designee and the Mountain View College President or his/her designee.
 - c. Meet at least quarterly, or as mutually agreed to by both parties, to evaluate instructional and programmatic activities, identify problems, issues and challenges and make recommendations regarding more effective coordination and collaboration.
 - d. Present the status of the Grand Prairie Early College High School at least annually to the respective boards of Grand Prairie Independent School District and Mountain View College; Dallas County Community College District.
 - e. Collaborate with the Grand Prairie Early College High School Advisory Committee to actively engage with support entities including but not limited to Educate TX, North Texas Early College Consortium, and area P-16 Councils.

- (4). Grand Prairie Early College High School Advisory Committee will:
- a. Serve as an advisory committee to the Grand Prairie Early College High School Principal in developing a coherent program across institutions and establishing partnerships to leverage opportunities for fund development, innovative project development, and overall sustainability.
 - b. Include as members representatives of Grand Prairie Independent School District, Mountain View College, Dallas County Community College District, parents of enrolled students, and area civic and business leaders. Specific membership of the Grand Prairie Early College High School Advisory Committee will be determined by the Grand Prairie Independent School District Superintendent or his/her designee and the Mountain View College President or his/her designee.
 - c. Meet at least twice annually and will report as needed and requested to the Grand Prairie Early College High School Steering Committee.

B. Duties of Mountain View College:

- (1). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the Grand Prairie Early College High School.
- (2). Ensure that course guidelines are followed.
- (3). Apply the standards of expectation and assessment uniformly in all venues where Mountain View College offers courses.
- (4). Designate staff personnel to monitor the quality of instruction in order to assure compliance with the Attachment A and the standards established by the State of Texas, Southern Association of Colleges and Schools, Texas Education Agency, Texas Higher Education Coordinating Board, Mountain View College, Dallas County Community College District, and Grand Prairie Independent School District.
- (5). Pay salaries of Mountain View College instructors who teach college courses.
- (6). Provide Grand Prairie Early College High School students with regular use (at least six times per year) of Mountain View College academic facilities.
- (7). Collaborate with Grand Prairie Independent School District employees serving as Grand Prairie Early College High School administrators at Mountain View College.

- (8). Provide the same security to Grand Prairie Early College High School students while onsite at Mountain View College that are provided to Mountain View College students.

C. Duties of Grand Prairie Independent School District:

- (1). Involve college faculty who teach dual credit courses in design and implementation of these courses to assure that course goals enable students to master the State of Texas Assessments of Academic Readiness (STAAR).
- (2). Pay the salaries of instructors who teach in the Grand Prairie Early College High School.
- (3). Provide breakfast and lunch to Grand Prairie Early College High School students.
- (4). Ensure that all Mountain View College and Grand Prairie Independent School District courses are in the students' Individual Graduation Plan for Dual Credit beginning with the sophomore class.

D. Awarding Credit for Courses: Mountain View College will award credit for courses for which Course Articulation Agreements have been approved. See Attachment B for a proposed list of aligned high school and college courses. These courses shall have been evaluated and approved through the official College curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements and Texas Education Agency requirements for high school graduation and shall be at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected on the Dual Credit Articulation Agreement. Mountain View College will inform Grand Prairie Independent School District about any changes to a course name/number as required by the Texas Higher Education Coordinating Board.

E. Courses of Study: Grand Prairie Early College High School and Mountain View College shall provide a sequence of courses that enable a participating student to receive a high school diploma and either an associate's degree (AA) or 60 semester hours towards a baccalaureate degree during grades 9-12. Grand Prairie Early College High School students will receive an academic degree plan upon the completion of a career and program of study interest inventory. During a student's senior year, or after completion of the Core Curriculum, courses for field of study programs can be completed according to Mountain View College's suggestion of course sequencing. Such courses shall have been evaluated and approved through the official Dallas County Community College District and Mountain View College curriculum approval process and shall be taught at the college level.

- F. **Course Compliance:** Mountain View College is responsible for involving faculty teaching the discipline in overseeing college course selection and implementation in the Grand Prairie Early College High School to ensure that course goals and standards are understood, that course guidelines are followed, and that the same standards of assessments are applied in all venues where Mountain View College offers courses. Syllabi, course outlines, and departmental requirements will be completed as determined for courses that are offered for college credit, under the provisions of this IA. Mountain View College will designate staff personnel to monitor the quality of instruction in order to assure compliance with the Attachment A and the standards established by the State of Texas, Southern Association of Colleges and Schools, Texas Education Agency, Texas Higher Education Coordinating Board, Mountain View College, Dallas County Community College District, and Grand Prairie Independent School District.
- G. **Curriculum Alignment:** The Grand Prairie Early College High School and Mountain View College shall maintain curriculum alignment through cross-walks for each academic degree plan. Mountain View College will regularly update the Grand Prairie Early College High School Principal regarding College curricular changes. The Grand Prairie Early College High School is responsible for ensuring that state course requirements for high school graduation are fulfilled.
- H. **Grading Periods and Policies:** Semester grades and grading policies will be outlined in each instructor's course syllabus. Grand Prairie Early College High School students will be informed by the instructor of academic progress/grade status prior to the 'Last Day to Drop/Withdraw at Mountain View College'. Grand Prairie Early College High School students struggling to maintain a passing grade will be advised by the instructor or the high school counselor to withdraw from the college course in order to avoid future problems related to admissions, financial aid and scholarships. Grand Prairie Early College High School personnel are responsible for advising students concerning academic progress in the high school component of the course.
- (1). All grade reports for Grand Prairie Early College High School students will be produced and disseminated no later than 72 hours (three business days) following the end of the academic term according to the published schedule.
 - (2). The Mountain View College Registrar will provide appropriate security and confidentiality measures for the reporting and posting of grades and the maintenance of transcripts.
 - (3). The Grand Prairie Early College High School shall follow Grand Prairie Independent School District policy as to the weighing system for the Grand Prairie Early College High School students' final high school grade point average (GPA).

- (4). Grand Prairie Early College High School students are expected to meet academic standards for Mountain View College completed coursework. Students who fail to maintain a cumulative grade point average (GPA) of 2.00 are considered scholastically deficient and can be placed on early academic alert, or academic probation as determined by the Grand Prairie Early College High School Steering Committee. All grade points earned by a student will be included in the computation of the cumulative grade point average. In the case of a repeated course, the last grade recorded will be used in the computation.
- (5). The following grading system is used at Mountain View College: A (Excellent) = 4.0 Grade Points Per Semester Hour; B (Good) = 3.0 Grade Points Per Semester Hour; C (Satisfactory) = 2.0 Grade Points Per Semester Hour; D (Minimum Passing) = 1.0 Grade Points Per Semester Hour; F (Failing) = 0.0 Grade Points Per Semester Hour; I (Incomplete) = Not Computed Grade Points; and W (Withdrew) = Not Computed Grade Points.

- I. **Administration of Statewide Instruments and College Assessments:** The Grand Prairie Early College High School shall comply with State Board of Education rules regarding administration of assessment instruments and shall adopt a policy that requires a student's acceptable performance on end-of-course assessment instruments. In addition, the Grand Prairie Early College High School must provide for the administration of a pre-assessment activity and the Texas Success Initiative college placement exam to all incoming 9th-grade students to assess college readiness and to enable students to begin college courses. The pre-assessment activity and scores will be reviewed first by Mountain View College admissions and advising staff.
- J. **Faculty / Instructors:** Faculty meeting Texas Education Agency and Southern Association of colleges and Schools Commission on Colleges (SACSCOC) requirements as appropriate will be provided by Mountain View College and the Grand Prairie Independent School District.
 - (1). Faculty provided by Mountain View College teaching college courses must meet the College's academic credentialing requirements.
 - (2). Faculty provided by Grand Prairie Independent School District will teach high school courses and may be designated to teach college courses if appropriate and if they meet academic credentialing requirements as College Adjunct Faculty.
- K. **Professional Development for Grand Prairie Early College High School Faculty:** The Grand Prairie Early College High School and Mountain View College shall provide opportunities for ECHS teachers and higher education faculty to collaborate through planning, teaching and professional development. The Grand Prairie Early College High School will provide common planning time for

ECHS instructional faculty and other appropriate staff, including school leaders, and when possible, Mountain View College faculty. Teacher mentoring will be made available where necessary. When possible, Mountain View College shall create professional development opportunities specifically for Grand Prairie Early College High School faculty, and will invite all Grand Prairie Early College High School instructors to participate in any College adjunct faculty trainings/events.

L. Facilities, Services and Resources:

- (1). All courses under this IA may be taught at:
 - (a). Grand Prairie Early College High School (305 West Warrior Trail; Grand Prairie, TX 75052);
 - (b). Mountain View College (4849 West Illinois Avenue; Dallas, TX 75211); or
 - (c). Both (a) and (b), from above.
- (2). Mountain View College will work with the Grand Prairie Early College High School Steering Committee and Principal regarding any logistical needs, and office/classroom space for use by Grand Prairie Early College High School faculty and staff. If needed, Mountain View College and Grand Prairie Independent School District will negotiate a facility use fee for Grand Prairie Early College High School staff that may be permanently located at Mountain View College. The facility use fee will include telephone, copier and other appropriate expense/leases incurred on the College campus. This fee will be \$5,000.00 during the term of this Agreement.
- (3). Classroom selection, based on paragraph L.(1) from above, will be mutually approved by the parties. Maintenance, repair and setup of classroom spaces at Mountain View College will be paid by Mountain View College.
- (4). Grand Prairie Early College High School students, instructors and appropriate staff will receive a Mountain View College identification card and will have access to instructional and certain agreed upon non-instructional resources and services available at Mountain View College. Grand Prairie Early College High School students are considered Mountain View College students and Mountain View College resources and services to support academic success will be available to Grand Prairie Early College High School students. A Mountain View College ID Card is FREE with a paid fee receipt of classes. The ID cardholder, and not Grand Prairie ISD, must pay a \$10.00 replacement fee if their ID card is lost. Mountain View ID's are valid for two full years, but the cardholder must update them each semester that students are enrolled. Grand Prairie Early College High School faculty and staff must carry their employee ID cards while on Mountain View College campus.

- M. Tuition and Fees:** Mountain View College will waive tuition and fees for high school students enrolled in dual credit courses based on the Course Articulation Agreement.
- N. Books and Supplemental Materials:**
- (1). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines applicable to the courses when taught by the college or other instructional venues, shall apply to the courses available under this IA.
 - (2). Based on the mutually agreed upon curriculum aligned plan, all agreed upon textbooks and supplemental materials including perishables and any access codes required as determined by the Dual Credit Course Articulation Agreement, shall be provided by Grand Prairie Independent School District.
 - (3). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks are used for the time period consistent with College practices, but not less than two years. School District will be responsible for purchasing all textbooks, supplemental materials, supplies and operational equipment required for high school-credit-only-classes, and will provide them to Grand Prairie Early College High School students.
- O. Recruitment and Enrollment of Students:** The Grand Prairie Early College High School will annually recruit 8th-grade Grand Prairie Independent School District students. Mountain View College will assist with recruitment, enrollment and retention activities on an as-needed basis. Recruitment and enrollment initiatives will follow the guiding principle of targeting services towards low-income students, students who are highly motivated and capable but may need additional assistance to realize their potential, students who are English Language Learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, and students for whom the cost of college is prohibitive.
- P. Instructional Calendar:** Parties to this Agreement shall craft their respective academic calendars, as reasonably possible, so that they are in harmony with other's calendar.
- Q. Student Code of Conduct, Attendance Policies and Student Directory Information:**
- (1). Grand Prairie Early College High School students shall adhere to both Mountain View College and Grand Prairie Independent School District codes of conduct and policies regarding facilities and equipment usage.

- (2). Students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester.
 - (3). Upon enrolling in a dual credit courses, the student's information will become part of Mountain View College's student directory information, and subject to the Texas Public Information Act.
- R. **Transportation:** Grand Prairie Independent School District will provide for student transportation to and from the Grand Prairie Early College High School as required, as deemed necessary, and as appropriate under state law and Grand Prairie Independent School District rules and procedures. Grand Prairie Independent School District will also provide for student transportation to and from the Grand Prairie Early College High School and Mountain View College a minimum of six times per academic year as required, as deemed necessary, and as appropriate under state law and Grand Prairie Independent School District rules and procedures. Grand Prairie Independent School District will provide student transportation in a manner that is consistent with this sub-section. At all times, Grand Prairie Independent School District shall:
 - (1). Provide a van;
 - (2). Provide a qualified driver;
 - (3). Provide insurance as enumerated under section 5. under this Agreement; and,
 - (4). Assume full responsibility for the van, the driver and all passengers.
- S. **Food Services:** Grand Prairie Independent School District will provide for all student meals as required and appropriate under state and Federal law and School District rules and procedures. When at Mountain View College, space will be provided for Grand Prairie Early College High School students to eat meals, either provided by Grand Prairie Independent School District or arranged for with a catering contract with food services located onsite at Mountain View College.
- T. **Funding and Average Daily Attendance:** The Grand Prairie Early College High School shall generate Average Daily Attendance (ADA) funds for Grand Prairie Independent School District from the attendance of students which will be used to provide funding for the operations and expenditures of the high school as authorized by Texas Education Code.
- U. **Evaluation:** The Grand Prairie Early College High School Steering Committee will develop a plan for the annual evaluation of the ECHS that will include but not be limited to attendance and retention rates, GPA of high school credit only courses and college courses, satisfactory progress in college courses, and adequate progress toward the college readiness of the students in the program. Collecting and sharing data between Mountain View College and Grand Prairie Independent School

District will follow College and School District procedures and policies to provide support for the decision-making and evaluation process.

4. **Liability of Parties:** Without waiving any defenses including governmental immunity, each party to this IA agrees to be responsible for its own acts of negligence, which may arise in connection with any and all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this IA or any of its activities or from any act or omission of any employee or invitee of the parties of this IA. The provisions in this paragraph are solely for the benefit of the parties to this IA and are not intended to create or grant any rights, contractually or otherwise, to any third party.

5. **Insurance:** Grand Prairie Independent School District shall, at its own expense, obtain and maintain insurance with an insurance carrier authorized to do business in the State of Texas to protect the College property. College shall be named as an additional insured on a primary insurance basis under such insurance coverage for any claims made against College relating to or arising out of services rendered by Grand Prairie Independent School District pursuant to this Agreement. Upon request of College, Grand Prairie Independent School District shall furnish proof of insurance or a certificate of insurance evidencing the following coverages covering the term of the license:

- A. Two million dollars of general liability insurance.
- B. Motor vehicle coverage.

Grand Prairie Independent School District shall immediately notify College of any change in coverage or cancellation of insurance.

6. **Term:** The term of this agreement includes the initial term plus all subsequent renewal terms. The term is contingent upon the annual approval of the ECHS Program by the Texas Education Agency (TEA) in compliance with §102.1091 of the Texas Administrative Code. Subject to prior termination of this IA as provided in Section 7, the initial term of this IA is in full force and effect for a period of one (1) year. This IA begins on July 1, 2015 and ends on July 1, 2016. At least one hundred twenty days before the expiration of the initial term, *Grand Prairie shall review this IA, and they may renew it for one, one-year term upon written approval of Mountain View College.*

7. **Right of Termination:** Either party may terminate this IA on 120 days written notice to the other party. Termination may occur immediately upon the breach of this IA by one of the parties. A breach of this IA includes, but is not limited to, a violation of the policies and rules of Grand Prairie Early College High School, the making of a misrepresentation or false statement by one of the parties, nonperformance of the party's duties, or the occurrence of a conflict of interest between the parties. Each party has 30 days to cure the breach. This IA may also be terminated immediately if Mountain View College and the Grand Prairie Independent School District has not

received authority for ECHS renewal from the Texas Education Agency (TEA), in compliance with §102.1091 of the Texas Administrative Code. If this IA is terminated during an academic term, students enrolled in classes under this IA will be allowed to finish their coursework.

8. **Assignment:** Neither party may assign their interest in this IA without the written permission of the other party.

9. **Limitations of Authority:**

- A. Neither party has authority for and on behalf of the other except as provided in this IA. No other authority, power, partnership, or use of rights are granted or implied.
- B. This IA represents the entire Agreement by and between the parties and supersedes all previous letters, understanding or oral agreements between the Dallas County Community College District / Mountain View College and Grand Prairie Independent School District. Any representations, promises, or guarantees made but not stated in the body of this IA are null and void and of no effect.
- C. Neither party may make, revise, alter, or otherwise diverge from the terms, conditions, or policies which are subject to this Agreement without a written amendment to this IA. Changes to this IA are subject to the approval of the Dallas County Community College District Legal Department.
- D. Neither party may incur any debt, obligation, expense or liability of any kind against the other without the other's express written approval.

10. **Waiver:** The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this IA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

11. **Applicable Law:** This IA and all materials and/or issues collateral thereto shall be governed by the laws of the State of Texas applicable to contracts made and performed entirely therein.

12. **Venue:** Venue to enforce this IA shall lie exclusively in Dallas County, Texas.

13. **Miscellaneous Provisions:**

- A. Neither party shall have control over the other party with respect to its hours, times, employment, etc.
- B. The parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules and regulations. Parties to this IA shall comply with all Federal, State and local laws.

- C. If the Texas Higher Education Coordinating Board adopts new guidelines for Early College High School programs during the term of this IA, the new guidelines shall prevail, and shall cause the parties to execute an amendment to the IA if necessary.

14. Notice: Notices given pursuant to this IA shall be sufficient if actually received and sent by certified or registered mail, postage fully prepaid to: (1) Dallas County Community College District. Attention: Dr. Quentin Wright, Vice President of Academic Affairs; Mountain View College; 4849 West Illinois Avenue, Dallas, Texas 75211 and (2) Grand Prairie Independent School District. Attention: Dr. Susan Hull, Superintendent of Schools; Grand Prairie ISD; 2602 South Belt Line Road, Grand Prairie, Texas 75052. Either party reserves the right to designate in writing to the other party any change of name, change of person, or address to which the notices shall be sent.


15. Nondiscrimination: Parties to this IA shall not discriminate in this Program on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, gender identity, gender expression or any other basis prohibited by law.

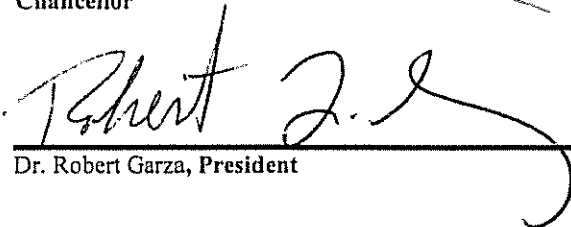
16. Signatory Clause: The individuals executing this IA on behalf of Mountain View College and the Grand Prairie Independent School District acknowledge that they are duly authorized to execute this IA on behalf of their respective principals. All parties hereby acknowledge that they have read, understand and shall comply with this IA and any Attachments. This IA shall not become effective until executed by each party. Therefore, the parties to this IA shall begin their respective duties only after the last party has signed and dated this Agreement.

[Signature Lines on Next Page]


EXECUTED in duplicate original counterparts effective upon the date indicated above

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

By:  6/15/15
Joe D. May Date
Chancellor

By:  5-15-15
Dr. Robert Garza, President Date

GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT

By:  5/15/15
Susan Hull Date
Superintendent of Schools

Attachment A: Dallas County Community Colleges' Guidelines For Early College High Schools and Middle Colleges Dual Credit Courses and Remedial Courses Offered in Partnership With Texas Public Schools 2015-16 Academic Year (*Referenced in Section 1.H.*)

Attachment B: Proposed List of Aligned High School and College Courses (*Referenced in Section 2.D.*)

DALLAS COUNTY COMMUNITY COLLEGES' GUIDELINES FOR EARLY COLLEGE HIGH SCHOOLS AND MIDDLE COLLEGES DUAL CREDIT COURSES AND REMEDIAL COURSES OFFERED IN PARTNERSHIP WITH TEXAS PUBLIC SCHOOLS
2015-16 Academic Year

The following guidelines reflect **current** Texas Higher Education Coordinating Board (THECB) rules and regulations (Chapter 4, Subchapters D and G) and Dallas County Community College District (DCCCD) policies and procedures. THECB rules and DCCCD policies and procedures are always subject to change with the new changes taking precedence.

While THECB defines four types of partnerships with high schools, these guidelines do not address partnerships where only high school credit is granted nor Career Pathway Program articulated agreements. They do address course credit where instruction is provided to high school students for the immediate award of both high school and college certificate and associate degree credit. They also address remedial instruction provided to high school students for either remedial work to prepare students to pass the State of Texas Assessments of Academic Readiness (STAAR) test(s) or other state designated instrument(s) to prepare students to pass the Texas Success Initiative Assessment (TSIA) test(s).

1. Texas public colleges and universities are eligible to enter into agreements with Texas public schools to create an Early College High School (ECHS). Any College/University that participates in the creation of an ECHS shall notify the Texas Higher Education Coordinating Board in accordance with provisions and schedules determined by the Commissioner. For any instructional partnerships between Texas public school(s) and a college of the DCCCD to create an Early College High School, an agreement must be approved by the governing boards or designated authorities of both the Texas public school district(s) and the DCCCD prior to the offering of courses. This agreement must address the following:
 - A. Student eligibility requirements.
 - (1) The student enrolled in Early College High School/Middle College may enroll in more than two dual credit courses per semester, and may enroll in dual credit coursework with freshman, sophomore, junior, or high school standing.
 - (2) The student must complete a pre-assessment activity (PAA) and practice test, administered by the colleges, prior to taking the official Texas Success Initiative Assessment (TSIA) battery of tests.
 - (3) An Early College High School shall assess each student for readiness to engage in any college-level curriculum offered for college credit prior to the student's enrollment in such curriculum.
 - (4) After assessment, the Early College High School, using guidelines established by the College/University, shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.
 - (5) The student must demonstrate college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative relating to College Ready and Adult Basic Education (ABE) Standards on relevant section(s) of the Texas Success Initiative Assessment (TSIA) OR other appropriate state approved test scores (eleventh grade exit-level TAKS, or ACT, SAT or STAAR end-of-course assessments). Score requirements can be altered by the THECB with the currently approved scores being used for eligibility and course placement purposes.
 - (6) Dual Credit students may be eligible to receive a TSI level-one certificate waiver. If the student takes dual credit course(s) that are not included in a level-one certificate, then:
 - (a) the student will not be eligible for a TSI level-one certificate waiver; and

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(b) the student will be required to take the TSIA unless the student presents qualifying TAKS, ACT, SAT or STAAR scores to make the student exempt from TSI requirements.

(7) A high school student is eligible to enroll in dual credit courses that are TSI liable in reading, writing, and/or mathematics under the following conditions:

Courses that require reading/writing TSI complete:

- By achieving a Level 2 final recommended score of 2000 or higher on the year of 2013 English II Reading STAAR EOC exam
- By achieving a Level 2 final recommended score of 2000 or higher on the year of 2013 English II Writing STAAR EOC exam
- By achieving a Level 2 score of 4000 or higher on the year of 2014 combined English II Reading/Writing STAAR EOC exam; or
- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
- By achieving a composite score of 23 on the PLAN with a 19 or higher in English or an equivalent score on the ACT-Aspire as determined by ACT.

Courses that require mathematics TSI complete:

- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra I STAAR EOC **and** passing grade with a C or better in the Algebra II course; or
- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra II STAAR EOC; or
- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
- By achieving a composite score of 23 on the Plan with a 19 or higher in the mathematics or an equivalent score on the ACT-Aspire as determined by ACT.

(8) An eligible high school student who enrolls in a dual credit course requiring TSI completion in reading, writing, or mathematics during their junior year under the STAAR EOC provisions shall not be required to demonstrate further evidence of eligibility to enroll in dual credit courses in the twelfth grade.

(9) An eligible high school student who enrolls in a dual credit course requiring TSI completion in reading, writing, or mathematics during their junior year under the PSAT/NMSQT, PLAN or Aspire provisions and earns a grade of C or better has demonstrated eligibility to enroll in dual credit courses in the twelfth grade.

(10) An eligible high school student who enrolls in a dual credit course requiring TSI completion in reading, writing, or mathematics during their junior year under the PSAT/NMSQT, PLAN or Aspire provisions and does not earn a grade of C or better must demonstrate eligibility to enroll in dual credit courses in the twelfth grade.

(11) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level I certificate program, or a program leading to a credential of less than a Level I certificate, at a public junior college or public technical institute in the eleventh and/or twelfth grade and shall not be required to provide any additional demonstration of college readiness.

(12) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program in the eleventh and/or twelfth grade under the following conditions:

Courses that require reading/writing TSI complete:

- By achieving a Level 2 final recommended score of 2000 or higher on the year of 2013 English II Reading STAAR EOC exam
- By achieving a Level 2 final recommended score of 2000 or higher on the year of 2013 English II Writing STAAR EOC exam; or
- By achieving a Level 2 score of 4000 or higher on the year of 2014 combined English II Reading/Writing STAAR exam; or

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- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
- By achieving a composite score of 23 on the PLAN with a 19 or higher in English or an equivalent score on the ACT-Aspire as determined by ACT.

Courses that require mathematics TSI complete:

- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra I STAAR EOC and passing grade with a C or better in the Algebra II course; or
- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra II STAAR EOC; or
- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
- By achieving a composite score of 23 on the PLAN with a 19 or higher in mathematics or an equivalent score on the ACT-Aspire as determined by ACT.

(13) An eligible high school student who enrolls in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program during their junior year under the STAAR EOC provisions shall not be required to demonstrate further evidence of eligibility to enroll in dual credit courses in the twelfth grade.

(14) An eligible high school student who enrolls in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program during their junior year under the PSAT/NMSQT, PLAN, or Aspire provisions and earns a grade of C or better has demonstrated eligibility to enroll in dual credit courses in the twelfth grade.

(15) An eligible high school student who enrolls in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program during their junior year under the PSAT/NMSQT, PLAN, or Aspire provisions and does not earn a grade of C or better must demonstrate eligibility to enroll in dual credit courses in the twelfth grade.

(16) Students who do not acquire the necessary test score(s) for eligibility purposes should discuss their options with the college Dual Credit Coordinator.

(17) Score requirements can be altered by the THECB or DCCCD with the currently approved scores being used for eligibility and course placement purposes.

(18) The student must meet all admissions criteria of the college. In addition, students may be withdrawn from the pre-registration course(s) for subsequent semesters or terms if the student withdraws from a course or makes a grade of D or F. Students may be refused re-enrollment unless the student and the parent(s)/guardian(s) agree to abide by written conditions from the college designed to increase the potential for success.

(19) Eligibility for continued participation in DCCCD Dual Credit program requires satisfactory academic performance at the high school; earned grades of A, B or C in all college courses; and parental and school approval for each subsequent semester of enrollment. A student who earns grades of D or F may not be eligible for future dual credit courses or may have restrictions. Students who earn dual credit grades of W, D and/or F on a college transcript may not be eligible for future financial aid or may have limited financial aid options beyond high school.

(20) Students must discuss with their high school counselor if they wish to withdraw from their college course(s).

- (a.) Students who decide to withdraw must submit the required withdrawal form to the College Dual Credit/Concurrent Enrollment Coordinator or College Registrar by the published deadline. Failure to submit the required withdrawal form could result in student receiving a grade of F.

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- (b.) Section 51.907 of the Texas Education Code applies to students who enroll in a Texas public institution of higher education for the first time in fall 2007 or later. Based on this law, when you graduate from high school and continue your college education, DCCCD or any other Texas public institution of higher education may not permit students to drop more than six college level credit courses for unacceptable reasons during their entire undergraduate career without penalty. All college level courses dropped after the official drop and add period for the course are included in the six-course limit, including courses dropped at another Texas public institution of higher education, unless it qualifies as an exception.

(21) Dual Credit Students are currently exempt from the following state requirements until they graduate from high school. Once students graduate from high school and are no longer exempt, they should take care when selecting additional courses to be transferred toward a Baccalaureate degree. House Bill 1172 allows an institution to charge the equivalent of out of state tuition for credit hours taken beyond the state limits.

State limits are:

- (a.) For students entering public Texas institutions Fall 1999 – Summer 2006 who attempt 45 hours beyond what is required for Baccalaureate degree (120 hours).
- (b.) For students entering Fall 2006 and thereafter who attempt 30 hours beyond the hours required for a Baccalaureate degree. It is recommended that students take minimal hours beyond degree requirements to avoid possible higher tuition charges at the institution to which they are transferring.

(22) Academic freedom is practiced at all DCCCD Colleges and appropriate and essential discipline-specific terminology, concepts and principles are utilized as needed in the classroom setting, including within dual credit classes.

(23) Students attending classes on a DCCCD campus must present proof of immunization for bacterial meningitis or present the appropriate exemption.

B. Faculty Qualifications

- (1) The college must select instructors of dual credit courses. These faculty must be regularly employed faculty members of the college or must meet all criteria established for credit instruction in the DCCCD, including SACSCOC criteria. The approval procedures used by the college to select faculty must be the same as that used for faculty teaching at the college campus.
- (2) It is encouraged that high school faculty teaching dual credit classes should also teach a class on the college campus as soon and as often as practical.
- (3) Faculty teaching dual credit classes will meet all expectations for adjunct instructors, including attending orientations, faculty meetings, and staff development activities.
- (4) The faculty supervision and evaluation will be the same as that for all instructors at the college. Such evaluations will be conducted by the appropriate division dean or delegate. The student survey of instruction instrument will be administered, and all normal and usual documentation will be completed.

C. Course Curriculum, Instruction and Grading

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- (1) Courses offered for dual credit must be college-level academic courses or college-level workforce education courses.
- (2) The college shall ensure that a dual credit course and the college course offered on the college campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.
- (3) Instructors of dual credit courses should be given the opportunity to award high school only or dual credit depending upon student performance. Students in dual credit courses may withdraw from the college course by following college procedures and meeting all deadlines.

D. Location of Dual Credit Classes

- (1) Dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, the college shall comply with applicable rules and procedures for offering courses at a distance in THECB Rules, Chapter 4, subchapters P and Q relating to Distance Education and Off-Campus instruction.
- (2) Dual credit courses taught electronically shall comply with the THECB adopted Principles of Good Practice for Courses Offered Electronically.

E. Composition of Dual Credit Classes

- (1) Dual credit courses must be taught on the college and/or the high school campus.
- (2) Dual credit classes may be composed of dual credit students only or dual and college credit students. Exceptions for a mixed class, which would include high school credit-only students, may be allowed by meeting one of the following conditions:
 - (a.) If the course involved is required for completion under the State Board of Education graduation requirements, and the high school is otherwise unable to offer such a course; or
 - (b.) If the high school credit-only students are College Board Advanced Placement students; or
 - (c.) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

F. Student Services

- (1) High school students in dual credit courses will be given access to the college library, accorded appropriate privileges, and have adequate library resources convenient for use at the site where the course is offered.
- (2) High school students in dual credit courses will be provided the academic support services, including academic advising and counseling, as those on the college campus.
- (3) All other benefits provided to college students will be provided to high school students enrolled in dual credit courses.
- (4) If a student is enrolled simultaneously in college and high school in a dual credit program, the two schools may share information regarding the student. This complies with 34 CFR 99.34(b).

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- G. Eligible Courses
- (1) Courses to be offered must be college-level courses included in the current edition of the Lower Division Academic Course Guide Manual or the Workforce Education Course Guide Manual approved by THECB.
 - (2) Dual credit classes must be equal in quality and rigor to classes offered on the college campus.
 - (3) The textbook and other materials to be utilized will be those normally used or approved by full-time faculty teaching the course at the college.
 - (4) The syllabus will contain all elements common to the syllabi for the same course as taught at the college.
 - (5) Regular academic policies applicable to courses taught at the college campus must also apply to dual credit courses. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and the distribution of a syllabus comparable to that utilized on the college campus.
 - (6) Some courses may not be offered for dual credit if the colleges receive no state funding for such courses.
- H. Transcription of Credit. Transcription of dual credit on a college transcript should be handled exactly as it is for other college-level courses.
- I. Evaluation and Accountability. The Early College High School and College shall be responsible for the development and implementation of an evaluation process to determine the effectiveness of the ECHS. Measures of effectiveness shall include, but are not limited to, student results on the K-12 accountability assessments (e.g., TAKS/STAAR or other state designated instrument(s) and success indicators of graduates at Texas public institutions of higher education (e.g., participation rates, grade point averages, retention rates, and graduation rates).
- J. Funding
- (1) State funding for high school and college will be available to the public school district and the college based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
 - (2) The college may claim funding for all ECHS students receiving college credit.
- K. Salaries. Payment of salaries shall be determined by the College and High School.
- L. Tuition and costs. Tuition and costs may be waived for students enrolled in Early College dual credit programs.
- M. Tuition may not be waived for high school students enrolled in college courses where only college credit is to be awarded.
- N. For the purposes of dual credit, the high school or the college may charge the other any expenses associated with the use of facilities.
- O. College may charge ISD or high school cost of textbooks, required course supplies and the cost of additional DCCCD personnel needed to administer and/or personnel utilized within labs. Students may be responsible for the costs of textbooks and required course supplies when such costs are not being provided by the ISD or high school.
- P. Dual credit students may initially take all three component areas of the college's Texas Success

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Initiative Assessment (TSIA), at no cost and re-test once within each of the three component areas at no cost. For additional testing, dual credit students, ISD or high school must pay college for re-test costs.

2. The college may contract with school districts as outlined above to provide remedial courses for students enrolled in public secondary school in preparation for graduation from high school. Such courses are not eligible for state formula funding. Such courses may not be offered for dual course credit. The college may not waive tuition for remedial courses unless approved by the DCCCD Board.

3. As rules and regulations are subject to change, please refer to the DCCCD web catalog at <https://www1.dcccd.edu/catalog/cattoc.cfm> for updated general and academic information for your needs.

April 2009

Revised April 2010

Revised April 2011

Revised March 2012

Revised March 2013

Revised Feb 2014

Revised Nov. 2014

DCCCD/Educational Affairs/Nov. 2014/vgh

Attachment B Mountain View College 2015-2016

The following courses are offered through College as indicated.

High School Requirement	College Core Requirement	Recommended Grade Level	DCCCD Course #	DCCCD Course Title	GPISD Course #	GPISD Course Title
No HS equivalent – College Requirement	Wellness and the Human Experience	9 th Grade	PHED 1164	Lifetime of Fitness and Wellness	TBD	TBD
Health	Self and Society	9 th Grade	PHED 1304	Health for Today	5005	Health
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9 th Grade	ARTS 1301	Art Appreciation	TBD	TBD
Fine Arts	Elective	9 th Grade	ARTS 1304	Survey of Art History	TBD	TBD
Fine Arts	Elective	9 th Grade	ARTS 1311	2-D Design	TBD	Art 4 – Drawing
Elective	Elective	9 th /10 th Grades	EDUC 1300	Learning Frameworks	TBD	College Transitions
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9 th /10 th Grades	MUSI 1306	Music Appreciation	TBD	TBD
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9 th /10 th Grades	MUSI 1308	Music Literature	TBD	TBD
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9 th /10 th Grades	MUSI 1309	Music Literature	TBD	TBD
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9 th /10 th Grades	DRAM 1310	Introduction to the Theater	TBD	Theatre IV
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9 th /10 th Grades	DRAM 2366	Film Appreciation I	TBD	Theatre IV
Math	Quantitative Reasoning	10 th /11 th Grades	MATH 1314	College Algebra	2405 A	Pre-Calculus - first semester
Math	Quantitative Reasoning	10 th /11 th Grades	MATH 1316	Plane Trigonometry	2405 B	Pre-Calculus - second semester
Math	Quantitative Reasoning	10 th /11 th Grades	MATH 2412	Pre-Calculus	3041	Pre-Calculus Pre-AP (Engineering Majors)

Math	Quantitative Reasoning	10 th /11 th Grades	MATH 2413 and 2414	Calculus I and II	4060	BC Calculus AP (Engineering Majors)
Math	Quantitative Reasoning	10 th /11 th Grades	MATH 2342	Statistics	3040	Statistics AP
Technology Applications	Elective	10 th /11 th Grades	BCIS 1405 COSC1401	Business Computer Applications or Personal Computing	TBD	BIM
Technology Applications	Elective	10 th /11 th Grades	IMED 1416	Web Design I	TBD	Web Technologies
Technology Applications	Elective	10 th /11 th Grades	ITSC 1401	Introduction to Computers	TBD	Principles of Information Technology
Social Studies	Self and Society	10 th /11 th Grades	PSYC 2301	Intro to Psychology	4605	Psychology
Social Studies	Self and Society	10 th /11 th Grades	SOCI 1301	Intro to Sociology	4613	Sociology
Language Arts	Speaking and Listening	10 th /11 th Grades	SPCH 1311	Introduction to Speech Communications	1505	Speech/Communication Application/Public Speaking
Language Arts Electives	Speaking and Listening	10 th /11 th Grades	SPCH 1315	Fundamentals of Public Speaking	TBD	Speech/Communication Application/Public Speaking
World Language	Speaking and Listening	10 th /11 th Grades	SPAN 1311	Beginning Spanish I	TBD	Spanish II – first semester
World Languages	Speaking and Listening	10 th /11 th Grades	SPAN 1312	Beginning Spanish II	TBD	Spanish II – first semester
Language Arts	Critical Reading and Writing	10 th /11 th Grades	ENGL 1301	Composition I	1305 A/B	English III – first semester
Language Arts	Qualitative Reasoning, Literacy and Research	11 th Grade	ENGL 1302	Composition II	1305 A/B	English III – second semester
Social Studies	Critical Reading and Writing	11 th Grade	HIST 1301	History of the United States I	4305 B	U.S. History
Social Studies	Self and Society	11 th Grade	HIST 1302	History of the United States II	4305 A	U.S. History
Social Studies	Self and Society	11 th Grade	GOVT 2305	Federal Government	4405	United States Government

Social Studies	Self and Society	11 th Grade	ECON 2301	Principles of Econ. I	4505	Economics
World Languages	Humanity, Creativity and the Aesthetic Experience	11 th /12 th Grades	SPAN 2311	Intermediate Spanish I	1625 A	Spanish 3 – first semester
World Languages	Humanity, Creativity and the Aesthetic Experience	11 th /12 th Grades	SPAN 2312	Intermediate Spanish II	1625 B	Spanish 3 – second semester
Language Arts	Elective	12 th Grade	ENGL 2311	Technical Writing	TBD	TBD
Language Arts	Humanity, Creativity and the Aesthetic Experience	12 th Grade	ENGL 2322	British Literature I	1407 A/B	English IV - first semester
Language Arts	Humanity, Creativity and the Aesthetic Experience	12 th Grade	ENGL 2323	British Literature II	1407 A/B	English IV – second semester
Language Arts	Humanity, Creativity and the Aesthetic Experience	12 th Grade	ENGL 2327	American Literature I	TBD	English IV - first semester
Language Arts	Humanity, Creativity and the Aesthetic Experience	12 th Grade	ENGL 2328	American Literature II	TBD	English IV – second semester
Language Arts	Humanity, Creativity and the Aesthetic Experience	12 th Grade	ENGL 2332	World Literature I	TBD	English IV – second semester
Language Arts	Humanity, Creativity and the Aesthetic Experience	12 th Grade	ENGL 2333	World Literature II	TBD	English IV – second semester
Social Studies	Critical Issues in the State-Federal Relationship	12 th Grade	GOVT 2306	Federal Government	TBD	TBD
Science	Scientific Discovery and Sustainability	12 th Grade	BIOL 1406	Biology for Science Majors I	TBD	Biology – first semester
Science	Scientific Discovery and Sustainability	12 th Grade	BIOL 1407	Biology for Science Majors II	TBD	Biology – second semester
Science	Scientific Discovery and Sustainability	12 th Grade	BIOL 1408	Biology for Non-Science Majors I	TBD	Biology – first semester
Science	Scientific Discovery and Sustainability	12 th Grade	BIOL 1409	Biology for Non-Science Majors II	TBD	Biology – second semester
Science	Scientific Discovery and Sustainability	12 th Grade	CHEM 1405	Introductory Chemistry I (Non-Science Majors)	TBD	Chemistry- first semester
Science	Scientific Discovery and Sustainability	12 th Grade	CHEM 1407	Introductory Chemistry II (Non-Science Majors)	TBD	Chemistry – second semester
Science	Scientific Discovery and Sustainability	12 th Grade	CHEM 1411	General Chemistry I (Science Majors)	TBD	Chemistry- first semester

Science	Scientific Discovery and Sustainability	12 th Grade	CHEM 1412	General Chemistry II (Science Majors)	TBD	Chemistry – second semester
Science	Scientific Discovery and Sustainability	12 th Grade	PHYS 1401	College Physics I (Non-Science Majors)	3405 A/B	Physics - first semester
Science	Scientific Discovery and Sustainability	12 th Grade	PHYS 1402	College Physics II (Non-Science Majors)	3405 A/B	Physics - second semester
Science	Scientific Discovery and Sustainability	12 th Grade	PHYS 2425	University Physics I (Science Majors)	3405 A/B	Physics - first semester
Science	Scientific Discovery and Sustainability	12 th Grade	PHYS 2426	University Physics II (Science Majors)	3405 A/B	Physics - second semester
College Requirements – Tier 1 Critical Reading and Writing – 6 SCH Speaking and Listening – 3 SCH Quantitative Reasoning – 3 SCH Wellness and the Human Experience – 1 SCH (PHED 1164) College Requirements – Tier 2 Qualitative Reasoning, Literacy and Research – 3 SCH (ENGL 1302) Self and Society – 9 SCH (Two sets of course choices & GOVT 2305 Required) Humanity, Creativity and the Aesthetic Experience (6 SCH) Scientific Discovery and Sustainability (8 SCH) College Requirements – Tier 3 Critical Issues in the State-Federal Relationship – 3 SCH (GOVT 2306)				High School Requirements Language Arts – 4 Credits Math – 4 Credits Science – 4 Credits Social Studies – 3 Credits (.5 Government, .5 Economics) World Languages – 2 Credits Physical Education – 1.5 Credits Health – 1 Credit Fine Arts – 1 Credit Technology Applications – 1 Credit Electives – 3.5 Credits		
Electives 18 Elective Hours						

HEALTH SCIENCE Career Plan - Associates of Nursing Degree/Prepares students to take NCLEX-RN exam to be registered R.N. in Texas (DCCCD - Mountain View campus)

[illegible]

MVC has an established articulation agreement with UTA, Texas Tech, UT Tyler, and TWU. Some of these programs also offer online component. In addition, MVC has a automatic admission partnership with West Coast University that means student will be able to continue at West Coast University upon graduation from MVC with no application.

Associate Degree Nursing - DCCCD 2016 - 2017 Catalog

Degree Plan: Associate Degree Nursing AAS (MVC)

MOUNTAIN VIEW campus only

https://www1.dcccd.edu/catalog/programs/degree.cfm?degree=aas_nursing_mvc&loc=MVC

The courses shown below would need to be listed on an articulation agreement between MVC and GPISD to implement the ECHS Nursing Academy.

FIRST YEAR – PREREQUISITES

		CREDIT HOURS
MATH 1314	College Algebra	3
ENGL 1301	Composition I	3
PSYC 2301	General Psychology	3
PHED 1164	Introduction to Physical Fitness and Sport	1
BIOL 2401	Anatomy and Physiology I	<u>4</u>
		14

SEMESTER I

RNSG 1301	Pharmacology	3
BIOL 2402	Anatomy and Physiology II	4
RNSG 1105	Nursing Skills I	1
RNSG 1413	Foundations for Nursing Practice	4
RNSG 1360	Clinical-Registered Nursing/Registered Nurse	<u>3</u>
		15

SEMESTER II

		CREDIT HOURS
BIOL 2420	Microbiology for Non-Science Majors	4
RNSG 1144	Nursing Skills II	1
RNSG 2213	Mental Health Nursing	2
RNSG 1160	Clinical-Registered Nursing/Registered Nurse	1
RNSG 1441	Common Concepts of Adult Health	4
RNSG 2362	Clinical-Registered Nursing/Registered Nurse	<u>3</u>
		15

THE STATE OF TEXAS §
 §
COUNTY OF DALLAS §

**INTERLOCAL AGREEMENT
BETWEEN
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
AND
GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT
RELATING TO
GRAND PRAIRIE ISD BIOTECHNOLOGY AND LIFE
SCIENCES INNOVATIVE ACADEMY EARLY COLLEGE
HIGH SCHOOL OF NURSING**

THIS INTERLOCAL AGREEMENT (hereinafter referred to as "IA") is made and entered into by and between the Dallas County Community College District, a Texas political subdivision of higher education, on behalf of Mountain View College ("Mountain View College") and the Grand Prairie Independent School District ("Grand Prairie Independent School District"); and

WHEREAS, pursuant to the authority granted in compliance with Section 29.908 of the Texas Education Code (TEC), the parties have agreed to this MEMORANDUM OF UNDERSTANDING regarding the establishment of the **The Biotechnology and Life Sciences Innovative Academy Early College High School of Nursing**, serving grades 9-12, and providing dual enrollment for academic dual credit college courses for high school students at the Grand Prairie 9th Grade Center located at IO 1 High School Drive, Grand Prairie, TX 75050. The Grand Prairie Early College High School is designed to begin serving 80 9th-grade students beginning with the fall 2018 academic year, and will cap enrollment at 100 students per grade cohort.

WHEREAS, services under this IA are targeted towards low-income students, students who are highly motivated and capable but may need additional assistance to realize their potential, students who are English Language Learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, and students for whom the cost of college is prohibitive.

WHEREAS, under this IA, Early College High Schools are small schools with enrollments between 360-400 or fewer students (80-100 students per grade cohort), who will be allowed to earn both a high school diploma and an Associate Degree Nursing and concurrently at least two years of college credit toward a Bachelor of Science in Nursing degree; and

WHEREAS Early College High Schools will prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work,

Agreement Between
Dallas County Community College District / Mountain View College
And
Grand Prairie Independent School District

will improve academic performance and self-concept, and will increase high school and college/university completion rates;

NOW, THEREFORE, the parties to this IA mutually agree to the following:

1. Guiding Principles: The Mountain View College and Grand Prairie Independent School District alliance will function with the following principles:

- A. Establishment of a mutually beneficial partnership between Mountain View College and Grand Prairie Independent School District that allows a flexible and creative response to the mission, as well as the organizational and fiscal needs of both institutions.
- B. Collaboration in planning, implementation and continuous improvement of Early College High School programs including the provision for faculty, staff, and administration, as well as curriculum development; training and student services.
- C. Provision of rigorous, college readiness Texas Higher Education Coordinating Board rules relating to list of aligned high school and college courses, dual credit and/or technical credit courses.
- D. Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, Federal and private/foundation sources to operate the program successfully.
- E. Location of the autonomous Biotechnology and Life Sciences Innovative Academy ECHS on the grounds of Grand Prairie ECHS, with transportation provided to Mountain View College for onsite visits at least six times per academic year, and more frequently for students in grades 11-12.
- F. Shared use of facilities including classrooms, labs, offices and libraries that reduces operation costs and promotes collaboration of students, faculty, staff, and community members in program success.
- G. Selection of students that reflects the diversity of the region served by the Grand Prairie Early College High School as indicated by the demographics of Grand Prairie High School.
- H. Follow Texas Higher Education Coordinating Board rules relating to Dual Credit which are incorporated into this IA by reference as Attachment A, "Dallas County Community College' Guidelines for Early College High Schools Dual Credit Courses And Remedial Courses Offered in Partnership with Texas Public Schools, 2015-16 Academic Year", consistent with TEC §29.908.
- I. Gain approval of the Texas Board of Nursing to offer the accredited Associate's and Bachelor's degree courses in 11th and 12th grade of high school.

2. Attachments to this Agreement. The following attachments are attached and incorporated into this Agreement by the reference indicated:

- A. Guidelines For Early College High Schools, Attachment A; and
- B. Articulation Agreement – List of Aligned High School and College Courses, Attachment B;

3. **Scope of Agreement and Limitations of Authority:** The Scope of the IA and the parties agree as follows:

A. Governance:

- (1). The Biotechnology and Life Sciences Innovative Academy ECHS established under this IA will:
 - a. Be governed by state and Federal laws and regulations, and Grand Prairie ISD and Mountain View College of the Dallas County Community College District policies and requirements. The Grand Prairie Independent School District shall apply to the Texas Education Agency for the continued award of an Early College High School designation.
 - b. Operate within the rules and guidelines established by the Texas Education Agency (TEA) and Mountain View College of the Dallas County Community College District and Grand Prairie Independent School District.
 - c. Operate within the normal operating hours of Grand Prairie Independent School District and Mountain View College as mutually agreed upon by the parties.
- (2). The Biotechnology and Life Science Innovative Academy ECHS Academic Dean (principal) will:
 - a. Serve as the chief administrative officer of the Biotechnology and Life Science Innovative Academy ECHS, and will be appointed by the Superintendent of Grand Prairie Independent School District. The Dean will be an employee of Grand Prairie Independent School District, and the Grand Prairie Independent School District will be responsible for payment of benefits, if any, to the Dean, and the Dean shall not be entitled to receive employee benefits from the Dallas County Community College District, including but not limited to unemployment compensation, workers' compensation, health insurance and retirement benefits. Grand Prairie Independent School District assumes full responsibility for workers compensation insurance and for payment of all Federal, state and local taxes or contributions, including, but not limited to unemployment insurance, Medicare and income taxes. Should the position of Biotechnology and Life Science Innovative Academy ECHS Academic Dean become vacant and the need to appoint a new principal arises, following all Grand Prairie Independent School District Human Resources Policies and Procedures, Mountain View College will have the opportunity to be represented on the principal search committee and participate in the hiring deliberations.

- b. Have the authority to implement within the rules and guidelines established by TEA, Mountain View College, the Dallas County Community College District and Grand Prairie Independent School District:
 - i. Staffing;
 - ii. Budget;
 - iii. Student pre-assessment activity, assessment, curriculum and scheduling;
 - iv. Professional development;
 - v. Access to school and student data for Biotechnology and Life Science Innovative Academy ECHS college students with permission of Mountain View College. If a process needs to be developed for this task, College and Biotechnology and Life Science Innovative Academy ECHS shall determine one to share the data; and
 - vi. Parent and community involvement consistent with the mission and needs of the school.
 - c. Report to the Superintendent of Grand Prairie Independent School District and will collaborate with the President of Mountain View College or his/her designee on all matters related to Biotechnology and Life Science Innovative Academy ECHS.
 - d. Is the primary contact of and spokesperson for the Biotechnology and Life Science Innovative Academy ECHS.
- (3). Biotechnology and Life Science Innovative Academy ECHS Campus Improvement Committee will:
- a. Be comprised of representatives of Grand Prairie Independent School District, Mountain View College, and Healthcare partners.
 - b. Be co-chaired by the Grand Prairie Independent School District Superintendent or his/her designee and the Mountain View College President or his/her designee.
 - c. Meet at least quarterly, or as mutually agreed to by both parties, to evaluate instructional and programmatic activities, identify problems, issues and challenges and make recommendations regarding more effective coordination and collaboration.
 - d. Present the status of the Biotechnology and Life Science Innovative Academy ECHS at least annually to the respective boards of Grand Prairie Independent School District and Mountain View College; Dallas County Community College District.
 - e. Collaborate with the Grand Prairie Early College High School Advisory Committee to actively engage with support entities including but not limited to Educate TX, North Texas Early College Consortium, and area P-16 Councils.

- (4). Biotechnology and Life Science Innovative Academy ECHS Leadership Team will:
 - a. Serve as an advisory committee to the Biotechnology and Life Science Innovative Academy ECHS Academic Dean in developing a coherent program across institutions and establishing partnerships to leverage opportunities for fund development, innovative project development, and overall sustainability.
 - b. Include as members representatives of Grand Prairie Independent School District, Healthcare Partners, Mountain View College, Dallas County Community College District, parents of enrolled students, and area civic and business leaders. Specific membership of the Grand Prairie Early College High School Advisory Committee will be determined by the Grand Prairie Independent School District Superintendent or his/her designee and the Mountain View College President or his/her designee.
 - c. Meet at least twice annually and will report as needed and requested to the Biotechnology and Life Science Innovative Academy ECHS Campus Improvement Committee.

B. Duties of Mountain View College:

- (1). Involve instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing College course selection and implementation in the Grand Prairie Early College High School.
- (2). Faculty attend planning, teaching, and professional development with Biotechnology and Life Science Innovative Academy ECHS educators.
- (3). Ensure that course guidelines are followed.
- (4). Apply the standards of expectation and assessment uniformly in all venues where Mountain View College offers courses.
- (5). Designate staff personnel to monitor the quality of instruction in order to assure compliance with the Attachment A and the standards established by the State of Texas, Southern Association of Colleges and Schools, Texas Education Agency, Texas Higher Education Coordinating Board, Mountain View College, Dallas County Community College District, Texas Board of Nursing, and Grand Prairie Independent School District.
- (6). Pay salaries of Mountain View College instructors who teach college courses.
- (7). Provide Grand Prairie Early College High School students with regular use (at least six times per year) of Mountain View College academic facilities.
- (8). Collaborate with Grand Prairie Independent School District employees serving as Biotechnology and Life Science Innovative Academy ECHS administrators at Mountain View College.

- (9). Provide the same security to Biotechnology and Life Science Innovative Academy ECHS students while onsite at Mountain View College that are provided to Mountain View College students.

C. Duties of Grand Prairie Independent School District:

- (1). Involve college faculty who teach dual credit courses in design and implementation of these courses to assure that course goals enable students to master the State of Texas Assessments of Academic Readiness (STAAR) and Texas Board of Nursing standards.
- (2). Pay the salaries of instructors who teach in the Biotechnology and Life Science Innovative Academy ECHS.
- (3). Provide breakfast and lunch to Biotechnology and Life Science Innovative Academy ECHS students.
- (4). Ensure that all Mountain View College and Grand Prairie Independent School District courses are in the students' Individual Graduation Plan for Dual Credit beginning with the sophomore class.

D. Awarding Credit for Courses: Mountain View College will award credit for courses for which Course Articulation Agreements have been approved. See Attachment B for a proposed list of aligned high school and college courses. These courses shall have been evaluated and approved through the official College curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements and Texas Education Agency requirements for high school graduation and shall be at a more advanced level than courses taught at the high school level. Dual credit will only be awarded for courses aligned and approved as reflected on the Dual Credit Articulation Agreement. Mountain View College will inform Grand Prairie Independent School District about any changes to a course name/number as required by the Texas Higher Education Coordinating Board or accreditation by the Texas Board of Nursing.

E. Courses of Study: Grand Prairie Early College High School and Mountain View College shall provide a sequence of courses that enable a participating student to receive a high school diploma and either an associate's degree (AA) or 60 semester hours towards a baccalaureate degree during grades 9-12. Biotechnology and Life Science Innovative Academy ECHS students will receive an academic degree plan upon the completion of a career and program of study interest inventory. During a student's senior year, or after completion of the Core Curriculum, courses for field of study programs can be completed according to Mountain View College's suggestion of course sequencing. Such courses shall have been evaluated and approved through the official Dallas County Community College District and Mountain View College curriculum approval process and shall be taught at the college level.

- F. Course Compliance:** Mountain View College is responsible for involving faculty teaching the discipline in overseeing college course selection and implementation in the Biotechnology and Life Science Innovative Academy ECHS to ensure that course goals and standards are understood, that course guidelines are followed, and that the same standards of assessments are applied in all venues where Mountain View College offers courses. Syllabi, course outlines, and departmental requirements will be completed as determined for courses that are offered for college credit, under the provisions of this IA. Mountain View College will designate staff personnel to monitor the quality of instruction in order to assure compliance with the Attachment A and the standards established by the State of Texas, Southern Association of Colleges and Schools, Texas Education Agency, Texas Higher Education Coordinating Board, Texas Board of Nursing Mountain View College, Dallas County Community College District, and Grand Prairie Independent School District.
- G. Curriculum Alignment:** The Grand Prairie Early College High School and Mountain View College shall maintain curriculum alignment through cross-walks for each academic degree plan. Mountain View College will regularly update the Grand Prairie Early College High School Principal regarding College curricular changes. The Grand Prairie Early College High School is responsible for ensuring that state course requirements for high school graduation are fulfilled.
- H. Grading Periods and Policies:** Semester grades and grading policies will be outlined in each instructor's course syllabus. Grand Prairie Early College High School students will be informed by the instructor of academic progress/grade status prior to the 'Last Day to Drop/Withdraw at Mountain View College'. Grand Prairie Early College High School students struggling to maintain a passing grade will be advised by the instructor or the high school counselor to withdraw from the college course in order to avoid future problems related to admissions, financial aid and scholarships. Biotechnology and Life Science Innovative Academy ECHS personnel are responsible for advising students concerning academic progress in the high school component of the course.
- (1). All grade reports for Biotechnology and Life Science Innovative Academy ECHS students will be produced and disseminated no later than 72 hours (three business days) following the end of the academic term according to the published schedule.
 - (2). The Mountain View College Registrar will provide appropriate security and confidentiality measures for the reporting and posting of grades and the maintenance of transcripts.
 - (3). The Biotechnology and Life Science Innovative Academy ECHS shall follow Grand Prairie Independent School District policy as to the weighing system for the Grand Prairie Early College High School students' final high school grade point average (GPA).

- (4). Biotechnology and Life Science Innovative Academy ECHS students are expected to meet academic standards for Mountain View College completed coursework. Students who fail to maintain a cumulative grade point average (GPA) of 2.00 are considered scholastically deficient and can be placed on early academic alert, or academic probation as determined by the Biotechnology and Life Science Innovative Academy ECHS Campus Improvement Committee. All grade points earned by a student will be included in the computation of the cumulative grade point average. In the case of a repeated course, the last grade recorded will be used in the computation.
- (5). The following grading system is used at Mountain View College: A (Excellent) = 4.0 Grade Points Per Semester Hour; B (Good) = 3.0 Grade Points Per Semester Hour; C (Satisfactory) = 2.0 Grade Points Per Semester Hour; D (Minimum Passing) = 1.0 Grade Points Per Semester Hour; F (Failing) = 0.0 Grade Points Per Semester Hour; I (Incomplete) = Not Computed Grade Points; and W (Withdraw) = Not Computed Grade Points.

I. Administration of Statewide Instruments and College Assessments:

The Biotechnology and Life Science Innovative Academy ECHS shall comply with State Board of Education rules regarding administration of assessment instruments and shall adopt a policy that requires a student's acceptable performance on end-of-course assessment instruments. In addition, the Biotechnology and Life Science Innovative Academy ECHS must provide for the administration of a pre-assessment activity and the Texas Success Initiative college placement exam to all incoming 9th-grade students to assess college readiness and to enable students to begin college courses. The pre-assessment activity and scores will be reviewed first by Mountain View College admissions and advising staff.

J. Faculty / Instructors: Faculty meeting Texas Education Agency and Southern Association of colleges and Schools Commission on Colleges (SACSCOC) requirements as appropriate will be provided by Mountain View College and the Grand Prairie Independent School District.

- (1). Faculty provided by Mountain View College teaching college courses must meet the College's academic credentialing requirements.
- (2). Faculty provided by Grand Prairie Independent School District will teach high school courses and may be designated to teach college courses if appropriate and if they meet academic credentialing requirements as College Adjunct Faculty.

K. Professional Development for Grand Prairie Early College High School Faculty: The Innovative Academy ECHS and Mountain View College shall provide opportunities for ECHS teachers and higher education faculty to collaborate through planning, teaching and professional development. Biotechnology and Life Science Innovative Academy ECHS will provide common planning time for

ECHS instructional faculty and other appropriate staff, including school leaders, and when possible, Mountain View College faculty. Teacher mentoring will be made available where necessary. When possible, Mountain View College shall create professional development opportunities specifically for Grand Prairie Early College High School faculty, and will invite all Grand Prairie Early College High School instructors to participate in any College adjunct faculty trainings/events.

L. Facilities, Services and Resources:

- (1). All courses under this IA may be taught at:
 - (a). Biotechnology and Life Science Innovative Academy ECHS, Grand Prairie Early College High School (305 West Warrior Trail; Grand Prairie, TX 75052);
 - (b). Mountain View College (4849 West Illinois Avenue; Dallas, TX 75211); or
 - (c). Baylor Scott and White Hospital, Texas General Hospital, Parkland Health Center or other healthcare partner facilities (clinical coursework);
 - (d). Both (a) and (b), from above.
- (2). Mountain View College will work with the Biotechnology and Life Science Innovative Academy ECHS Campus Improvement Committee and Academic Dean regarding any logistical needs, and office/classroom space for use by Biotechnology and Life Science Innovative Academy ECHS faculty and staff. If needed, Mountain View College and Grand Prairie Independent School District will negotiate a facility use fee for Biotechnology and Life Science Innovative Academy ECHS that may be permanently located at Mountain View College. The facility use fee will include telephone, copier and other appropriate expense/leases incurred on the College campus. This fee will be \$5,000.00 during the term of this Agreement.
- (3). Classroom selection, based on paragraph L.(1) from above, will be mutually approved by the parties. Maintenance, repair and setup of classroom spaces at Mountain View College will be paid by Mountain View College.
- (4). Biotechnology and Life Science Innovative Academy ECHS students, instructors and appropriate staff will receive a Mountain View College identification card and will have access to instructional and certain agreed upon non- instructional resources and services available at Mountain View College. Biotechnology and Life Science Innovative Academy ECHS students are considered Mountain View College students and Mountain View College resources and services to support academic success will be available to Grand Prairie Early College High School students. A Mountain View College ID Card is FREE with a paid fee receipt of classes. The ID card holder, and not Grand Prairie ISO, must pay a \$10.00 replacement fee if their ID card is lost. Mountain View ID's are valid for two full years,

but the cardholder must update them each semester that students are enrolled. Grand Prairie Early College High School faculty and staff must carry their employee ID cards while on Mountain View College campus.

- M. Tuition and Fees:** Mountain View College will waive tuition and fees for high school students enrolled in dual credit courses based on the Course Articulation Agreement.
- N. Books and Supplemental Materials:**
- (1). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines applicable to the courses when taught by the college or other instructional venues, shall apply to the courses available under this IA.
 - (2). Based on the mutually agreed upon curriculum aligned plan, all agreed upon textbooks and supplemental materials including perishables and any access codes required as determined by the Dual Credit Course Articulation Agreement, shall be provided by Grand Prairie Independent School District.
 - (3). Based on the mutually agreed upon curriculum aligned plan, College approved textbooks are used for the time period consistent with College practices, but not less than two years. The school district will be responsible for purchasing all textbooks, supplemental materials, supplies and operational equipment required for high school-credit-only-classes, and will provide them to Grand Prairie Early College High School students.
- O. Recruitment and Enrollment of Students:** The Biotechnology and Life Science Innovative Academy ECHS will annually recruit 8th grade Grand Prairie Independent School District students. Mountain View College will assist with recruitment, enrollment and retention activities on an as-needed basis. Recruitment and enrollment initiatives will follow the guiding principle of targeting services towards low-income students, students who are highly motivated and capable but may need additional assistance to realize their potential, students who are English Language Learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, and students for whom the cost of college is prohibitive.
- P. Instructional Calendar:** Parties to this Agreement shall craft their respective academic calendars, as reasonably possible, so that they are in harmony with other's calendar.
- Q. Student Code of Conduct, Attendance Policies, Student Directory Information:**
- (1). Biotechnology and Life Science Innovative Academy ECHS students shall adhere to both Mountain View College and Grand Prairie Independent School District codes of conduct and policies regarding facilities and equipment usage.

- (2). Students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester.
- (3). Upon enrolling in a dual credit courses, the student's information will become part of Mountain View College's student directory information, and subject to the Texas Public Information Act.

R. Transportation: Grand Prairie Independent School District will provide for student transportation to and from the Biotechnology and Life Science Innovative Academy ECHS as required, as deemed necessary, and as appropriate under state law and Grand Prairie Independent School District rules and procedures. Grand Prairie Independent School District will also provide for student transportation to and from the Grand Prairie Early College High School and Mountain View College a minimum of six times per academic year as required, as deemed necessary, and as appropriate under state law and Grand Prairie Independent School District rules and procedures. Grand Prairie Independent School District will provide student transportation in a manner that is consistent with this sub-section. At all times, Grand Prairie Independent School District shall:

- (1). Provide a van;
- (2). Provide a qualified driver;
- (3). Provide insurance as enumerated under section 5. under this Agreement; and,
- (4). Assume full responsibility for the van, the driver and all passengers.

S. Food Services: Grand Prairie Independent School District will provide for all student meals as required and appropriate under state and Federal law and School District rules and procedures. When at Mountain View College, space will be provided for Grand Prairie Early College High School students to eat meals, either provided by Grand Prairie Independent School District or arranged for with a catering contract with food services located onsite at Mountain View College.

T. Funding and Average Daily Attendance: Biotechnology and Life Science Innovative Academy ECHS shall generate Average Daily Attendance (ADA) funds for Grand Prairie Independent School District from the attendance of students which will be used to provide funding for the operations and expenditures of the high school as authorized by Texas Education Code.

Evaluation: The Biotechnology and Life Science Innovative Academy ECHS Campus Improvement Committee will develop a plan for the annual evaluation of the ECHS that will include but not be limited to attendance and retention rates, GPA of high school credit only courses and college courses, satisfactory progress in college courses, and adequate progress toward the college readiness of the students in the program. Collecting and sharing data between Mountain View College and Grand Prairie Independent School District will follow procedures and policies to provide support for the decision-making and evaluation process.

4. **Liability of Parties:** Without waiving any defenses including governmental immunity, each party to this IA agrees to be responsible for its own acts of negligence, which may arise in connection with any and all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this IA or any of its activities or from any act or omission of any employee or invitee of the parties of this IA. The provisions in this paragraph are solely for the benefit of the parties to this IA and are not intended to create or grant any rights, contractually or otherwise, to any third party.

5. **Insurance:** Grand Prairie Independent School District shall, at its own expense, obtain and maintain insurance with an insurance carrier authorized to do business in the State of Texas to protect the College property. College shall be named as an additional insured on a primary insurance basis under such insurance coverage for any claims made against College relating to or arising out of services rendered by Grand Prairie Independent School District pursuant to this Agreement. Upon request of College, Grand Prairie Independent School District shall furnish proof of insurance or a certificate of insurance evidencing the following coverages covering the term of the license:

- A. Two million dollars of general liability insurance.
- B. Motor vehicle coverage.

Grand Prairie Independent School District shall immediately notify College of any change in coverage or cancellation of insurance.

6. **Term:** The term of this agreement includes the initial term plus all subsequent renewal terms. The term is contingent upon the annual approval of the ECHS Program by the Texas Education Agency (TEA) in compliance with § 102.1091 of the Texas Administrative Code. Subject to prior termination of this IA as provided in Section 7, the initial term of this IA is in full force and effect for a period of one (1) year. This IA begins on July 1, 2015 and ends on July 1, 2016. At least one hundred twenty days before the expiration of the initial term, *Grand Prairie shall review this IA, and they may renew it for one, one-year term upon written approval of Mountain View College.*

7. **Right of Termination:** Either party may terminate this IA on 120 days written notice to the other party. Termination may occur immediately upon the breach of this IA by one of the parties. A breach of this IA includes, but is not limited to, a violation of the policies and rules of Biotechnology and Life Science Innovative Academy ECHS, the making of a misrepresentation or false statement by one of the parties, nonperformance of the party's duties, or the occurrence of a conflict of interest between the parties. Each party has 30 days to cure the breach. This IA may also be terminated immediately if Mountain View College and the Grand Prairie Independent School District has not received authority for ECHS renewal from the Texas Education Agency (TEA), in compliance with §102.1091 of the Texas Administrative Code. If this IA is terminated during an academic term, students enrolled in classes under this IA will be allowed to finish coursework.

8. **Assignment:** Neither party may assign their interest in this IA without the written permission of the other party.

9. **Limitations of Authority:**

- A. Neither party has authority for and on behalf of the other except as provided in this IA. No other authority, power, partnership, or use of rights are granted or implied.
- B. This IA represents the entire Agreement by and between the parties and supersedes all previous letters, understanding or oral agreements between the Dallas County Community College District / Mountain View College and Grand Prairie Independent School District. Any representations, promises, or guarantees made but not stated in the body of this IA are null and void and of no effect.
- C. Neither party may make, revise, alter, or otherwise diverge from the terms, conditions, or policies which are subject to this Agreement without a written amendment to this IA. Changes to this IA are subject to the approval of the Dallas County Community College District Legal Department.
- D. Neither party may incur any debt, obligation, expense or liability of any kind against the other without the other's express written approval.

10. **Waiver:** The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this IA shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

11. **Applicable Law:** This IA and all materials and/or issues collateral thereto shall be governed by the laws of the State of Texas applicable to contracts made and performed entirely therein.

12. **Venue:** Venue to enforce this IA shall lie exclusively in Dallas County, Texas.

13. **Miscellaneous Provisions:**

- A. Neither party shall have control over the other party with respect to its hours, times, employment, etc.
- B. The parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules and regulations. Parties to this IA shall comply with all Federal, State and local laws.
- C. If the Texas Higher Education Coordinating Board adopts new guidelines for Early College High School programs during the term of this IA, the new guidelines shall prevail, and shall cause the parties to execute an amendment to the IA if necessary.

14 Notice: Notices given pursuant to this IA shall be sufficient if actually received and sent by certified or registered mail, postage fully prepaid to: (1) Dallas County Community College District. Attention: Dr. Quentin Wright, Vice President of Academic Affairs; Mountain View College; 4849 West Illinois Avenue, Dallas, Texas 75211 and (2) Grand Prairie Independent School District. Attention: Dr. Susan Hull, Superintendent of Schools; Grand Prairie ISD; 2602 South Belt Line Road, Grand Prairie, Texas 75052. Either party reserves the right to designate in writing to the other party any change of name, change of person, or address to which the notices shall be sent.

15 Nondiscrimination: Parties to this IA shall not discriminate in this Program on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, gender identity, gender expression or any other basis prohibited by law.

16 Signatory Clause: The individuals executing this IA on behalf of Mountain View College and the Grand Prairie Independent School District acknowledge that they are duly authorized to execute this IA on behalf of their respective principals. All parties hereby acknowledge that they have read, understand and shall comply with this IA and any Attachments. This IA shall not become effective until executed by each party. Therefore, the parties to this IA shall begin their respective duties only after the last party has signed and dated this Agreement.

Agreement to be EXECUTED in duplicate original counterparts in the summer of 2017 by:

- A. President, Dallas County Community College District.
- B. Superintendent of Schools, Grand Prairie Independent School District.
- C. Academic Dean for Biotechnology and Life Sciences Innovative Academy ECHS.

Attachment A

DALLAS COUNTY COMMUNITY COLLEGES' GUIDELINES FOR EARLY COLLEGE HIGH SCHOOLS AND MIDDLE COLLEGES DUAL CREDIT COURSES AND REMEDIAL COURSES OFFERED IN PARTNERSHIP WITH TEXAS PUBLIC SCHOOLS
2016-17 Academic Year

The following guidelines reflect current Texas Higher Education Coordinating Board (THECB) rules and regulations (Chapter 4, Subchapters D and G) and Dallas County Community College District (DCCCD) policies and procedures. THECB rules and DCCCD policies and procedures are always subject to change with the new changes taking precedence.

While THECB defines four types of partnerships with high schools, these guidelines do not address partnerships where only high school credit is granted nor Career Pathway Program articulated agreements. They do address course credit where instruction is provided to high school students for the immediate award of both high school and college certificate and associate degree credit. They also address remedial instruction provided to high school students for either remedial work to prepare students to pass the State of Texas Assessments of Academic Readiness (STAAR) test(s) or other state designated instrument(s) to prepare students to pass the Texas Success Initiative Assessment (TSIA) test(s).

1. Texas public colleges and universities are eligible to enter into agreements with Texas public schools to create an Early College High School (ECHS). Any College/University that participates in the creation of an ECHS shall notify the Texas Higher Education Coordinating Board in accordance with provisions and schedules determined by the Commissioner. For any instructional partnerships between Texas public school(s) and a college of the DCCCD to create an Early College High School, an agreement must be approved by the governing boards or designated authorities of both the Texas public school district(s) and the DCCCD prior to the offering of courses. This agreement must address the following:

A. Student eligibility requirements.

- (1) The student enrolled in Early College High School/Middle College may enroll in more than two dual credit courses per semester, and may enroll in dual credit coursework with freshman, sophomore, junior, or high school standing.
- (2) The student must complete a pre-assessment activity (PAA) and practice test, administered by the colleges, prior to taking the official Texas Success Initiative Assessment (TSIA) battery of tests.
- (3) An Early College High School shall assess each student for readiness to engage in any college-level curriculum offered for college credit prior to the student's enrollment in such curriculum.
- (4) After assessment, the Early College High School, using guidelines established by the College/University, shall determine what forms of assistance and remediation, if any, are necessary prior to a student's enrollment in any college-level curriculum based on the results of the assessment and other indicators of student readiness.
- (5) The student must demonstrate college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative relating to College Ready and Adult Basic Education (ABE) Standards on relevant section(s) of the Texas Success Initiative Assessment (TSIA) OR other appropriate state approved test scores (eleventh grade exit-level TAKS, or ACT, SAT or STAAR end-of-course assessments). Score requirements can be altered by the THECB with the currently approved scores being used for eligibility and course placement purposes.
- (6) Dual Credit students may be eligible to receive a TSI level-one certificate waiver. If the student takes dual credit course(s) that are not included in a level-one certificate, then:
 - (a) the student will not be eligible for a TSI level-one certificate waiver; and

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(b) the student will be required to take the TSJ A unless the student presents qualifying TAKS, ACT, SAT or STAAR scores to make the student exempt from TSI requirements.

(7) A high school student is eligible to enroll in dual credit courses that are TSI liable in reading, writing, and/or mathematics under the following conditions:

Courses that require reading/writing TSI complete:

- By achieving a Level 2 final recommended score of 2000 or higher on ~~the~~ the ~~1.111~~ English II Reading STAAR EOC exam
- By achieving a Level 2 final recommended score of 2000 or higher on the year of 2013 English II Writing STAAR EOC exam
- By achieving a Level 2 score of 4000 or higher on the year of 2014 combined English II Reading/Writing STAAR EOC exam; or
- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
- By achieving a composite score of 23 on the PLAN with a 19 or higher in English or an equivalent score on the ACT-Aspire as determined by ACT.

Courses that require mathematics TSI complete:

- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra I STAAR EOC ~~and~~ passing grade with a C or better in the Algebra II course; or
- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra II STAAR EOC; or
- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
- By achieving a composite score of 23 on the Plan with a 19 or higher in the mathematics or an equivalent score on the ACT-Aspire as determined by ACT.

(8) An eligible high school student who enrolls in a dual credit course requiring TSI completion in reading, writing, or mathematics during their junior year under the STAAR EOC provisions shall not be required to demonstrate further evidence of eligibility to enroll in dual credit courses in the twelfth grade.

(9) An eligible high school student who enrolls in a dual credit course requiring TSI completion in reading, writing, or mathematics during their junior year under the PSAT/NMSQT, PLAN or Aspire provisions and earns a grade of C or better has demonstrated eligibility to enroll in dual credit courses in the twelfth grade.

(10) An eligible high school student who enrolls in a dual credit course requiring TSI completion in reading, writing, or mathematics during their junior year under the PSAT/NMSQT, PLAN or Aspire provisions and does not earn a grade of C or better must demonstrate eligibility to enroll in dual credit courses in the twelfth grade.

(11) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute in the eleventh and/or twelfth grade and shall not be required to provide any additional demonstration of college readiness.

(12) A high school student is eligible to enroll in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program in the eleventh and/or twelfth grade under the following conditions:

Courses that require reading/writing TSI complete:

- By achieving a Level 2 final recommended score of 2000 or higher on the year of 2013 English II Reading STAAR EOC exam
- By achieving a Level 2 final recommended score of 2000 or higher on the year of 2013 English II Writing STAAR EOC exam; or
- By achieving a Level 2 score of 4000 or higher on the year of 2014 combined English II Reading/Writing STAAR exam; or

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- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
- By achieving a composite score of 23 on the PLAN with a 19 or higher in English or an equivalent score on the ACT-Aspire as determined by ACT.

Courses that require mathematics TSI complete:

- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra I STAAR EOC **3.11.d** passing grade with a C or better in the Algebra II course; or
- By achieving a Level 2 final recommended score of 4000 or higher on the Algebra II STAAR EOC; or
- By achieving a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
- By achieving a composite score of 23 on the PLAN with a 19 or higher in mathematics or an equivalent score on the ACT-Aspire as determined by ACT.

(13) An eligible high school student who enrolls in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program during their junior year under the STAAR EOC provisions shall not be required to demonstrate further evidence of eligibility to enroll in dual credit courses in the twelfth grade.

(14) An eligible high school student who enrolls in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program during their junior year under the PSAT/NMSQT, PLAN, or Aspire provisions and earns a grade of C or better has demonstrated eligibility to enroll in dual credit courses in the twelfth grade.

(15) An eligible high school student who enrolls in workforce education dual credit courses contained in a Level 2 certificate or applied associate degree program during their junior year under the PSAT/NMSQT, PLAN, or Aspire provisions and does not earn a grade of C or better must demonstrate eligibility to enroll in dual credit courses in the twelfth grade.

(16) Students who do not acquire the necessary test score(s) for eligibility purposes should discuss their options with the college Dual Credit Coordinator.

(17) Score requirements can be altered by the THECB or DCCCD with the currently approved scores being used for eligibility and course placement purposes.

(18) The student must meet all admissions criteria of the college.
In addition, students may be withdrawn from the pre-registration course(s) for subsequent semesters or terms if the student withdraws from a course or makes a grade of D or F. Students may be refused re-enrollment unless the student and the parent(s)/guardian(s) agree to abide by written conditions from the college designed to increase the potential for success.

(19) Eligibility for continued participation in DCCCD Dual Credit program requires satisfactory academic performance at the high school; earned grades of A, B or C in all college courses; and parental and school approval for each subsequent semester of enrollment. A student who earns grades of D or F may not be eligible for future dual credit courses or may have restrictions. Students who earn dual credit grades of W, D and/or F on a college transcript may not be eligible for future financial aid or may have limited financial aid options beyond high school.

(20) Students must discuss with their high school counselor if they wish to withdraw from their college course(s).

(a.) Students who decide to withdraw must submit the required withdrawal form to the College Dual Credit/Concurrent Enrollment Coordinator or College Registrar by the published deadline. Failure to submit the required withdrawal form could result in student receiving a grade of "F".

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(b.) Section 51.907 of the Texas Education Code applies to students who enroll in a Texas public institution of higher education for the first time in fall 2007 or later. Based on this law, when you graduate from high school and continue your college education, DCCCD or any other Texas public institution of higher education may not permit students to drop more than six college level credit courses for unacceptable reasons during their entire undergraduate career without penalty. All college level courses dropped after the official drop and add period for the course are included in the six-course limit, including courses dropped at another Texas public institution of higher education, unless it qualifies as an exception.

(2) Dual Credit Students are currently exempt from the following state requirements until they graduate from high school. Once students graduate from high school and are no longer exempt, they should take care when selecting additional courses to be transferred toward a Baccalaureate degree. House Bill 1 172 allows an institution to charge the equivalent of out of state tuition for credit hours taken beyond the state limits.

State limits are:

(a.) For students entering public Texas institutions Fall 1999 – Summer 2006 who attempt 45 hours beyond what is required for Baccalaureate degree (120 hours).

(b.) For students entering Fall 2006 and thereafter who attempt 30 hours beyond the hours required for a Baccalaureate degree. It is recommended that students take minimal hours beyond degree requirements to avoid possible higher tuition charges at the institution to which they are transferring.

(2) Academic freedom is practiced at all DCCCD Colleges and appropriate and essential discipline-specific terminology, concepts and principles are utilized as needed in the classroom setting, including within dual credit classes.

(2) Students attending classes on a DCCCD campus must present proof of immunization for bacterial meningitis or present the appropriate exemption.

B. Faculty Qualifications

- (1) The college must select instructors of dual credit courses. These faculty must be regularly employed faculty members of the college or must meet all criteria established for credit instruction in the DCCCD, including SACSCOC criteria. The approval procedures used by the college to select faculty must be the same as that used for faculty teaching at the college campus.
- (2) It is encouraged that high school faculty teaching dual credit classes should also teach a class on the college campus as soon and as often as practical.
- (3) Faculty teaching dual credit classes will meet all expectations for adjunct instructors, including attending orientations, faculty meetings, and staff development activities.
- (4) The faculty supervision and evaluation will be the same as that for all instructors at the college. Such evaluations will be conducted by the appropriate division dean or delegate. The student survey of instruction instrument will be administered, and all normal and usual documentation will be completed.

C. Course Curriculum, Instruction and Grading

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- (1) Courses offered for dual credit must be college-level academic courses or college-level workforce education courses.
- (2) The college shall ensure that a dual credit course and the college course offered on the college campus are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation.
- (3) Instructors of dual credit courses should be given the opportunity to award high school only or dual credit depending upon student performance. Students in dual credit courses may withdraw from the college course by following college procedures and meeting all deadlines.

D. Location of Dual Credit Classes

- (1) Dual credit courses may be taught on the college campus or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, the college shall comply with applicable rules and procedures for offering courses at a distance in THECB Rules, Chapter 4, subchapters P and Q relating to Distance Education and Off-Campus instruction.
- (2) Dual credit courses taught electronically shall comply with the THECB adopted Principles of Good Practice for Courses Offered Electronically.

E. Composition of Dual Credit Classes

- (1) Dual credit courses must be taught on the college and/or the high school campus.
- (2) Dual credit classes may be composed of dual credit students only or dual and college credit students. Exceptions for a mixed class, which would include high school credit-only students, may be allowed by meeting one of the following conditions:
 - (a.) If the course involved is required for completion under the State Board of Education graduation requirements, and the high school is otherwise unable to offer such a course; or
 - (b.) If the high school credit-only students are College Board Advanced Placement students; or
 - (c.) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

F. Student Services

- (1) High school students in dual credit courses will be given access to the college library, accorded appropriate privileges, and have adequate library resources convenient for use at the site where the course is offered.
- (2) High school students in dual credit courses will be provided the academic support services, including academic advising and counseling, as those on the college campus.
- (3) All other benefits provided to college students will be provided to high school students enrolled in dual credit courses.
- (4) If a student is enrolled simultaneously in college and high school in a dual credit program, the two schools may share information regarding the student. This complies with 34 CFR 99.34(b).

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- G. Eligible Courses
- (1) Courses to be offered must be college-level courses included in the current edition of the Lower Division Academic Course Guide Manual or the Workforce Education Course Guide Manual approved by THECB.
 - (2) Dual credit classes must be equal in quality and rigor to classes offered on the college campus.
 - (3) The textbook and other materials to be utilized will be those normally used or approved by full-time faculty teaching the course at the college.
 - (4) The syllabus will contain all elements common to the syllabi for the same course as taught at the college.
 - (5) Regular academic policies applicable to courses taught at the college campus must also apply to dual credit courses. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and the distribution of a syllabus comparable to that utilized on the college campus.
 - (6) Some courses may not be offered for dual credit if the colleges receive no state funding for such courses.
- H. Transcription of Credit. Transcription of dual credit on a college transcript should be handled exactly as it is for other college-level courses.
- I. Evaluation and Accountability. The Early College High School and College shall be responsible for the development and implementation of an evaluation process to determine the effectiveness of the ECHS. Measures of effectiveness shall include, but are not limited to, student results on the K-12 accountability assessments (e.g., TAKS/STAAR or other state designated instrument(s) and success indicators of graduates at Texas public institutions of higher education (e.g., participation rates, grade point averages, retention rates, and graduation rates).
- J. Funding
- (1) State funding for high school and college will be available to the public school district and the college based on the current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board.
 - (2) The college may claim funding for all ECHS students receiving college credit.
- K. Salaries. Payment of salaries shall be determined by the College and High School.
- L. Tuition and costs. Tuition and costs may be waived for students enrolled in Early College dual credit programs.
- M. Tuition may not be waived for high school students enrolled in college courses where only college credit is to be awarded.
- N. For the purposes of dual credit, the high school or the college may charge the other any expenses associated with the use of facilities.
- O. College may charge ISD or high school cost of textbooks, required course supplies and the cost of additional DCCCD personnel needed to administer and/or personnel utilized within labs. Students may be responsible for the costs of textbooks and required course supplies when such costs are not being provided by the ISD or high school.
- P. Dual credit students may initially take all three component areas of the college's Texas Success

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Initiative Assessment (TSIA), at no cost and re-test once within each of the three component areas at no cost. For additional testing, dual credit students, ISD or high school must pay college for re-test costs.

2 The college may contract with school districts as outlined above to provide remedial courses for students enrolled in public secondary school in preparation for graduation from high school. Such courses are not eligible for state formula funding. Such courses may not be offered for dual course credit. The college may not waive tuition for remedial courses unless approved by the DCCCD Board.

3 As rules and regulations are subject to change, please refer to the DCCCD web catalog at <https://www1.dcccd.edu/catalog/catalog.cfm> for updated general and academic information for your needs.

April 2009

Revised April 2010

Revised April 2011

Revised March 2012

Revised March 2013

Revised Feb 2014

Revised Nov. 2014

DCCCD/Educational Affairs/Nov. 2014/vgh

Attachment B Articulation Agreement Mountain View College 2016-2017 -- INCLUDES Biotechnology and Life Sciences Academy Courses Career and Technology Education Courses to meet Foundation School Program, Associate Degree Nursing AAS, and Bachelor of Science in Nursing (BSN) degree requirements

The following courses are offered through College as indicated.

High School Requirement	College Core Requirement	Recommended Grade/Level	DCCCD Course#	DCCCD Course Title	GPISD Course#	GPISD Course Title
No HS equivalent - College Requirement	Wellness and the Human Experience	9th Grade	PHED 1164	Lifetime of Fitness and Wellness	TSO	TSO
Health	Self and Society	9th Grade	PHED 1304	Health for Today	5005	Health
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9th Grade	ARTS 1301	Art Appreciation	TSO	TSO
Fine Arts	Elective	9th Grade	ARTS 1304	Survey of Art History	TBD	TSO
Fine Arts	Elective	9th Grade	ARTS 1311	2-D Design	TSO	Art 4 - Drawing
Elective	Elective	9th/10th Grades	EDUC 1300	Learning Frameworks	TBD	College Transitions
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9th/10th Grades	MUSI 1306	Music Appreciation	TSO	TSO
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9th/10th Grades	MUSI 1308	Music Literature	TSO	TSO
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9th/10th Grades	MUSI 1309	Music Literature	TSO	TSO
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9th/10th Grades	DRAM 1310	Introduction to the Theater	TSO	Theatre IV
Fine Arts	Humanity, Creativity and the Aesthetic Experience	9th/10th Grades	DRAM 2366	Film Appreciation I	TSO	Theatre IV
Math	Quantitative Reasoning	10th/11th Grades	MATH 1314	College Algebra	2405 A	Pre-Calculus - first semester
Math	Quantitative Reasoning	10th/11th Grades	MATH 1316	Plane Trigonometry	2405 B	Pre-Calculus - second semester
Math	Quantitative Reasoning	10th/11th Grades	MATH 2412	Pre-Calculus	3041	Pre-Calculus Pre-AP (Engineering Majors)

Math	Quantitative Reasoning	10th/11th Grades	MATH 2413 and 2414	Calculus I and II	4060	BC Calculus AP (Engineering Majors)
Math	Quantitative Reasoning	10th/11th Grades	MATH 2342	Statistics	3040	Statistics AP
Technology Applications	Elective	10th/11th Grades	BCIS 1405 COSC1401	Business Computer Applications or Personal Computing	TBD	BIM
Technology Applications	Elective	10th/11th Grades	IMED 1416	Web Design I	TBD	Web Technologies
Technology Applications	Elective	10th/11th Grades	ITSC 1401	Introduction to Computers	TBD	Principles of Information Technology
Social Studies	Self and Society	10th/11th Grades	PSYC 2301	Intro to Psychology	4605	Psychology
Social Studies	Self and Society	10th/11th Grades	SOCI 1301	Intro to Sociology	4613	Sociology
Language Arts	Speaking and Listening	10th/11th Grades	SPCH 1311	Introduction to Speech Communications	1505	Speech/Communication Application/Public Speaking
Language Arts Electives	Speaking and Listening	10th/11th Grades	SPCH 1315	Fundamentals of Public Speaking	TBD	Speech/Communication Application/Public Speaking
World Language	Speaking and Listening	10th/11th Grades	SPAN 1311	Beginning Spanish I	TBD	Spanish II - first semester
World Languages	Speaking and Listening	10th/11th Grades	SPAN 1312	Beginning Spanish II	TBD	Spanish II - first semester
Language Arts	Critical Reading and Writing	10th/11th Grades	ENGL 1301	Composition I	1305 A/B	English III - first semester
Language Arts	Qualitative Reasoning, Literacy and Research	11th Grade	ENGL 1302	Composition II	1305 A/B	English III - second semester
Social Studies	Critical Reading and Writing	11th Grade	HIST 1301	History of the United States I	4305 B	U.S. History
Social Studies	Self and Society	11th Grade	HIST 1302	History of the United States II	4305 A	U.S. History
Social Studies	Self and Society	11th Grade	GOVT 2305	Federal Government	4405	United States Government

Social Studies	Self and Society	11th Grade	ECON 2301	Principles of Econ. I	4505	Economics
World Languages	Humanity, Creativity and the Aesthetic Experience	11th/12th Grades	SPAN 2311	Intermediate Spanish I	1625 A	Spanish 3 - first semester
World Languages	Humanity, Creativity and the Aesthetic Experience	11th/12th Grades	SPAN 2312	Intermediate Spanish II	1625 B	Spanish 3 - second semester
Language Arts	Elective	12th Grade	ENGL 2311	Technical Writing	TBD	TBD
Language Arts	Humanity, Creativity and the Aesthetic Experience	12th Grade	ENGL 2322	British Literature I	1407 A/B	English IV - first semester
Language Arts	Humanity, Creativity and the Aesthetic Experience	12th Grade	ENGL 2323	British Literature II	1407 A/B	English IV - second semester
Language Arts	Humanity, Creativity and the Aesthetic Experience	12th Grade	ENGL 2327	American Literature I	TBD	English IV - first semester
Language Arts	Humanity, Creativity and the Aesthetic Experience	12th Grade	ENGL 2328	American Literature II	TBD	English IV - second semester
Language Arts	Humanity, Creativity and the Aesthetic Experience	12th Grade	ENGL 2332	World Literature I	TBD	English IV - second semester
Language Arts	Humanity, Creativity and the Aesthetic Experience	12th Grade	ENGL 2333	World Literature II	TBD	English IV - second semester
Social Studies	Critical Issues in the State-Federal Relationship	12th Grade	GOVT 2306	Federal Government	TBD	TBD
Science	Scientific Discovery and Sustainability	12th Grade	BIOL 1406	Biology for Science Majors I	TBD	Biology - first semester
Science	Scientific Discovery and Sustainability	12th Grade	BIOL 1407	Biology for Science Majors II	TBD	Biology - second semester
Science	Scientific Discovery and Sustainability	12th Grade	BIOL 1408	Biology for Non-Science Majors I	TBD	Biology - first semester
Science	Scientific Discovery and Sustainability	12th Grade	BIOL 1409	Biology for Non-Science Majors II	TBD	Biology - second semester
Science	Scientific Discovery and Sustainability	12th Grade	CHEM 1405	Introductory Chemistry I (Non-Science Majors)	TBD	Chemistry- first semester
Science	Scientific Discovery and Sustainability	12th Grade	CHEM 1407	Introductory Chemistry II (Non-Science Majors)	TBD	Chemistry -second semester
Science	Scientific Discovery and Sustainability	12th Grade	CHEM 1411	General Chemistry I (Science Majors)	TBD	Chemistry- first semester

Science	Scientific Discovery and Sustainability	12th Grade	CHEM 1412	General Chemistry II (Science Majors)	TBD	Chemistry - second semester
Science	Scientific Discovery and Sustainability	12th Grade	PHYS 1401	College Physics I (Non-Science Majors)	3405 A/B	Physics - first semester
Science	Scientific Discovery and Sustainability	12th Grade	PHYS 1402	College Physics II (Non-Science Majors)	3405 A/B	Physics - second semester
Science	Scientific Discovery and Sustainability	12th Grade	PHYS 2425	University Physics I (Science Majors)	3405 A/B	Physics - first semester
Science	Scientific Discovery and Sustainability	12th Grade	PHYS 2426	University Physics II (Science Majors)	3405 A/B	Physics - second semester
Career and Technology Education Courses to meet Foundation School Program, Associate Degree Nursing AAS, and Bachelor of Science in Nursing (BSN) degree requirements						
High School Requirement	College Core	Recommended Grade/Level	DCCCD Course#	DCCCD Course Title	GPISD Course#	GPISD Course Title
Science	Scientific Discovery and Sustainability	11th Grade	RNSG1105	Nursing Skills 1	TBD	Nursing Skills I
Science	Scientific Discovery and Sustainability	11th Grade	RNSG1413	Foundations for Nursing Practice	TBD	Foundations of Nursing
Science	Scientific Discovery and Sustainability	11th Grade	RNSG1301	Pharmacology	N1302091	Medical Biotechnology
Science	Scientific Discovery and Sustainability	11th Grade	RNSG 1360	Clinical, RN	13020500	Practicum in Health Science
Science	Scientific Discovery and Sustainability	11th Grade	PSYC 2301	General Psychology	A3360100	Psychology
Science	Scientific Discovery and Sustainability	12th Grade	BIOL 2420	Microbiology for Non-Science Major	13020700	Medical Microbiology
Science	Scientific Discovery and Sustainability	12th Grade	RNSG1144	Foundations for Nursing Practice II	TBD	Nursing Skills II
Science	Scientific Discovery and Sustainability	12th Grade	RNSG12213	Mental Health Nursing	13020800	Pathophysiology
Science	Scientific Discovery and Sustainability	12th Grade	RNSG1441	Common Concepts of Adult Health	N1302093	Human Body Systems
Science	Scientific Discovery and Sustainability	12th Grade	RNSG11160	Clinical, RN	13020510	Practicum in Health Science II
College Requirements - Tier 1 Critical Reading and Writing - 6 SCH Speaking and Listening - 3 SCH Quantitative Reasoning - 3 SCH Wellness and the Human Experience - 1 SCH (PHED 1164) College Requirements - Tier 2 Qualitative Reasoning, Literacy and Research - 3 SCH (ENGL 1302) Self and Society - 9 SCH (Two sets of course choices & GOVT 2305 Required) Humanity, Creativity and the Aesthetic Experience (6 SCH) Scientific Discovery and Sustainability (8 SCH) College Requirements - Tier 3 Critical Issues in the State-Federal Relationship - 3 SCH (GOVT 2306)				High School Requirements Language Arts --- 4 Credits Math - 4 Credits Science - 4 Credits Social Studies - 3 Credits (.5 Government, .5 Economics) World Languages - 2 Credits Physical Education - 1.5 Credits Health - 1 Credit Fine Arts --- 1 Credit Technology Applications - 1 Credit Electives - 3.5 Credits		
Electives 18 Elective Hours						

**AGREEMENT
ON
DUAL CREDIT COURSES OFFERED BY
THE UNIVERSITY OF TEXAS AT ARLINGTON**

In accordance with and under the authority of Texas Education Code Sections 61.027 and 61.076 and the Rules and Regulations of the Texas Higher Education Coordinating Board, high school students may enroll in university courses and receive simultaneous academic credit from both the university and the high school. In order to ensure the quality of dual credit courses and to facilitate communications and understanding between Grand Prairie ISD (GPISD) and The University of Texas at Arlington (UTA), the following provisions are agreed to by UTA and GPISD with regard to dual credit.

STUDENT ELIGIBILITY

High School juniors or seniors can participate in the UT Arlington Dual Credit/Early Admission Program by demonstrating college readiness through one of the following:

- An SAT I score of at least 1070 (Critical Reading + Math) with scores of at least 500 in both Math and Critical Reading.
- An ACT composite score of at least 23 with scores of at least 19 in both Math and English.
- TAKS scores of at least 2200 in both Math and English/language arts and a TAKS Essay score of at least 3.

If a student does not meet any of the above requirements they can also become eligible by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI). This provision requires the student to take one of the following approved testing instruments:

- ACCUPLACER offered by The College Board.
- Texas Higher Education Assessment (THEA) offered by National Evaluation Systems, Inc.
- ASSET or COMPASS offered by ACT.

High school students applying for admission to the Dual Credit/Early Admission must submit the following:

- Application for admission and a \$50 application fee
- Official high school transcript indicating junior or senior standing
- Official SAT, ACT or other scores (listed above) to demonstrate college readiness
- Completed Early Admissions Program agreement signed by the high school principal, the student, and the student's parent or guardian

As of Jan. 1, 2012, incoming Texas college students under 30 years old must be immunized against bacterial meningitis before they enroll in an institution of higher education.

Students enrolling in certain dual credit courses must meet university course prerequisites unless prior prerequisite waivers have been obtained. For instance, students enrolling in English 1302 must have completed or been awarded credit for English 1301.

FACULTY QUALIFICATIONS

The instructor for a dual credit course will be employed by The University of Texas at Arlington (UTA). The instructor must meet credential requirements of UTA and the Southern Association of Colleges and Schools.

All classes will be held on the UT Arlington campus or taken by Distance Education. Classes are open to all UT Arlington students.

GRADING CRITERIA/PROCEDURES

At the end of each semester, UTA will provide a grade roster with numeric grades to the high school principal for dual credit courses.

Students may request an official transcript from The University of Texas at Arlington (UTA) for a fee of \$7 per copy.

The UTA courses offered for dual credit, regardless of format, follow the same syllabus, course outline, grading procedure, and other academic policies. Letter grades are given in accordance with academic policies printed in the university catalog and placed on the university transcript.

Official grades will be provided, if requested, on the dates specified to meet grade-reporting dates as required by the school district and the University Interscholastic League (UIL).

GPISD will record the student's official grade on the student's report card and the final grade on the student's Academic Achievement Record. The student must earn a grade of 70 or higher in order to earn high school credit.

TRANSFERABILITY OF CREDIT

The University of Texas at Arlington (UTA) is a fully accredited institution and basic academic courses are transferable. However, since each university has its own policy regarding the transferability of courses, each student is strongly advised to check with the university which he or she plans to attend, if other than UTA, to determine the transferability of the UTA courses.

STUDENT EXPECTATIONS/SERVICES

Students enrolled in dual credit courses –

- Are expected to follow university rules and regulations
- Are classified as undeclared majors
- Are limited to two (2) University of Texas at Arlington (UTA) courses each fall, spring, or summer semester while concurrently enrolled in high school
- Receive academic advising for course registration at the UTA Honors College

FEES

The University of Texas at Arlington (UTA) fee waivers for students enrolled in Honors Academy dual credit courses result in a price per course lower than that paid by other UTA students. Specifically, students enrolled in a three (3) credit hour course pay \$150* (\$50 per semester hour). Additionally, students are responsible for parking fees, specific departmental fees (including \$37.50 distance education course fee) and books.

*Estimate based on current charges - tuition and fees are subject to change.


**Distance Education courses are limited through the Honors Academy Program. Check with Director for eligible courses.


JOINT PLANNING

The University of Texas at Arlington (UTA) is committed to assisting the District's review of courses to determine compatibility with the mandates of the Texas Essential Knowledge and Skills (TEKS) as specified by the Texas Education Agency (TEA).

Annual renewal of this agreement is automatic unless one institution notifies the other in writing of its desire to modify the dual credit agreement.

More important than the stated provisions above is the spirit of cooperation between the Grand Prairie ISD (GPISD) and The University of Texas at Arlington. Both parties endeavor to provide a positive collegiate-level experience for those high school students with the maturity and academic preparation to benefit from college-level courses.



Dr. Susan Simpson Hull
Superintendent
Grand Prairie ISD

James D. Spanolo
President
The University of Texas at Arlington

**AGREEMENT
ON
DUAL CREDIT COURSES OFFERED BY
THE UNIVERSITY OF TEXAS AT ARLINGTON**

In accordance with and under the authority of Texas Education Code Sections 61.027 and 61.076 and the Rules and Regulations of the Texas Higher Education Coordinating Board, high school students may enroll in university courses and receive simultaneous academic credit from both the university and the high school. In order to ensure the quality of dual credit courses and to facilitate communications and understanding between Grand Prairie ISD (GPISD) and The University of Texas at Arlington (UTA), the following provisions are agreed to by UTA and GPISD with regard to dual credit.

STUDENT ELIGIBILITY

High School juniors or seniors can participate in the UT Arlington Dual Credit/Early Admission Program by demonstrating college readiness through one of the following:

- An SAT I score of at least 1070 (Critical Reading + Math) with scores of at least 500 in both Math and Critical Reading.
- An ACT composite score of at least 23 with scores of at least 19 in both Math and English.
- TAKS scores of at least 2200 in both Math and English/language arts and a TAKS Essay score of at least 3.

If a student does not meet any of the above requirements they can also become eligible by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI). This provision requires the student to take one of the following approved testing instruments:

- ACCUPLACER offered by The College Board.
- Texas Higher Education Assessment (THEA) offered by National Evaluation Systems, Inc.
- ASSET or COMPASS offered by ACT.

High school students applying for admission to the Dual Credit/Early Admission must submit the following:

- Application for admission and a \$50 application fee
- Official high school transcript indicating junior or senior standing
- Official SAT, ACT or other scores (listed above) to demonstrate college readiness
- Completed Early Admissions Program agreement signed by the high school principal, the student, and the student's parent or guardian

As of Jan. 1, 2012, incoming Texas college students under 30 years old must be immunized against bacterial meningitis before they enroll in an institution of higher education.

Students enrolling in certain dual credit courses must meet university course prerequisites unless prior prerequisite waivers have been obtained. For instance, students enrolling in English 1302 must have completed or been awarded credit for English 1301.

FACULTY QUALIFICATIONS

The instructor for a dual credit course will be employed by The University of Texas at Arlington (UTA). The instructor must meet credential requirements of UTA and the Southern Association of Colleges and Schools.

All classes will be held on the UT Arlington campus or taken by Distance Education. Classes are open to all UT Arlington students.

GRADING CRITERIA/PROCEDURES

At the end of each semester, UTA will provide a grade roster with numeric grades to the high school principal for dual credit courses.

Students may request an official transcript from The University of Texas at Arlington (UTA) for a fee of \$7 per copy.

The UTA courses offered for dual credit, regardless of format, follow the same syllabus, course outline, grading procedure, and other academic policies. Letter grades are given in accordance with academic policies printed in the university catalog and placed on the university transcript.

Official grades will be provided, if requested, on the dates specified to meet grade-reporting dates as required by the school district and the University Interscholastic League (UIL).

GPISD will record the student's official grade on the student's report card and the final grade on the student's Academic Achievement Record. The student must earn a grade of 70 or higher in order to earn high school credit.

TRANSFERABILITY OF CREDIT

The University of Texas at Arlington (UTA) is a fully accredited institution and basic academic courses are transferable. However, since each university has its own policy regarding the transferability of courses, each student is strongly advised to check with the university which he or she plans to attend, if other than UTA, to determine the transferability of the UTA courses.

STUDENT EXPECTATIONS/SERVICES

Students enrolled in dual credit courses –

- Are expected to follow university rules and regulations
- Are classified as undeclared majors
- Are limited to two (2) University of Texas at Arlington (UTA) courses each fall, spring, or summer semester while concurrently enrolled in high school
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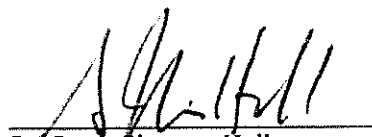
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Superintendent
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**The University of Texas at Arlington College of Nursing and Health Innovation
Articulation Agreement for: Dallas Community College District**

The final articulation agreement was executed on March 9, 2012. The agreement is in effect on October 27, 2016 and shall remain in effect until one or both institutions deem it necessary to terminate it. The parties executed this agreement in duplicate originals. An original, signed copy of this agreement will be maintained by each of the signatories.

STATEMENT OF PURPOSE:

Dallas County Community College District and University of Texas at Arlington hereby enter into the following agreement governing the matriculation of Dallas County Community College District students to the University of Texas at Arlington. This contract shall commence on September 1, 2000 and shall continue until such time as either or both institutions wish to terminate it. This agreement sets forth the terms and conditions of students' transfer from Dallas County Community College District (DCCCD) (including all of the following DCCCD campuses: Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake, and Richland) to the University of Texas at Arlington (UTA).

TERMS AND CONDITIONS:

In order to facilitate and improve the transfer process for our mutual students, DCCCD and UTA hereby enter into the following agreement:

DCCCD students who follow the recommended program of study – the common core and transfer curriculum, and who meet all other admissions requirements shall be eligible for admission to UTA. Transfer students must meet the same standards and criteria for admission to a major degree sequence as a native UTA student.

UTA and DCCCD will jointly develop Transfer Guides and a Course Equivalency Guide, utilizing both UTA and DCCCD numbers for all majors offered at UTA. By creating these guides UTA and DCCCD assure students that courses listed in these guides are freely transferable between UTA and DCCCD.

Representatives from UTA and the DCCCD will meet or make contact during August of each year to update course equivalencies, transfer guides and transfer admission information to be used the subsequent academic year.

A student transferring to UTA under this agreement shall have acceptance of academic credit hours earned at DCCCD, with the following condition that the curricular and general conditions be met:

Transfer students will receive academic credit for transferable college level coursework only, completed with a grade of "C" or better. Remedial and developmental courses will not be accepted in transfer.

The student must have a 2.0 G.P.A. overall if transferring more than 30 hours.

Students must complete 30 credit hours in residence at UTA, including the last 24 hours with at least 18 hours of advanced coursework and 12 hours of advanced coursework in the major.

UTA will accept a maximum of 72 credit hours, plus 4 Physical Education activity credits for most programs, in transfer from the DCCCD.

Note: Remedial/developmental or technical/vocational courses will not be included for transfer in this General Articulation Agreement from DCCCD colleges unless specified by individual colleges in a Program-to-Program Articulation Agreement.

AGREEMENT CONTINUATION AND DISSOLUTION

This agreement shall be reviewed on an annual basis or any time program changes are to be made by either institution. Any program changes will be identified and incorporated into subsequent agreements. The DCCCD Chancellor and the President of UTA, or their designees must approve amendments to this agreement. Any other modifications to this agreement may be made following written notice from the DCCCD Chancellor and the President of UTA, or their designees. Once this agreement is signed by the appropriate officials at DCCCD and UTA, each is free to publicize this arrangement in a manner consistent with the agreement. This articulation agreement shall remain in effect until one or both institutions deem it necessary to terminate it. By signing each party recognizes the commitment to exchange only the most current and accurate information. This agreement may be terminated by either party by giving written notice of said party's intention to the Chancellor of the DCCCD or his designee and President of UTA, or his designee.

This agreement shall be in effect beginning September 1, 2000.

NOTICE, DEMANDS, and REQUESTS

All notices, demands, requests, and other communication required shall be in writing and shall be deemed to have been given when personally delivered or mailed to

Dallas County Community College District

Dr. J. William Wenrich, Chancellor
701 Elm Street, Suite 400
Dallas, TX 75202
Telephone: 214-860-2125

University of Texas at Arlington

Dr. Robert E. Witt, President
Box 19125
Arlington, TX 76019
Telephone: 817-272-2101



The University of Texas at Arlington College of Nursing and Health Innovation
Equivalency Chart for: Dallas Community College District
 Catalog: 2015-2016



The following is a list of all prerequisite coursework that may be taken at this college and will transfer to meet UTA's College of Nursing and Health Innovation degree plan requirements. The recommended courses are listed. Any substitutions must be approved by UTA College of Nursing and Health Innovation.

UTA Course Number	UTA Course Name	Course Number	Course Name
BIOL 2457	Human Anatomy and Physiology I	BIOL 2401 OR SCIT 1407	Anatomy and Physiology I Applied Human Anatomy and Physiology I
BIOL 2458	Human Anatomy and Physiology II	BIOL 2402 OR SCIT 1408	Anatomy and Physiology II Applied Human Anatomy and Physiology II
BIOL 2460	Nursing Microbiology	BIOL 2420 OR BIOL 2421	Microbiology for Non-Science Majors Microbiology for Science Majors
CHEM 1451	Chemistry for Health Sciences	CHEM 1406* OR CHEM 1411*	Introductory Chemistry I (Allied Health Emphasis)* General Chemistry I*
MATH 1302	College Algebra	MATH 1314	College Algebra
MATH 1308	Elementary Statistical Analysis	MATH 1442 OR MATH 2342	Elementary Statistical Models Elementary Statistical Models
PSYC 1315	Introduction to Psychology	PSYC 2301	General Psychology
PSYC 3310	Developmental Psychology	PSYC 2314	Lifespan Growth and Development
HIST 1311	History of the United States (1492-1864)	HIST 1301	United States History I
HIST 1312	History of the United States (1865-present)	HIST 1302	United States History II
POLS 2311	Government of the United States	GOVT 2305	Federal Government
POLS 2312	State and Local Government (Texas)	GOVT 2306	Texas Government
ENGL 1301	Rhetoric and Composition I	ENGL 1301	Composition I
ENGL 1302	Rhetoric and Composition II	ENGL 1302	Composition II
ENGL 2338	Technical Writing	ENGL 2311	Technical and Business Writing
	Literature		Any 1000 or 2000 level 3 credit hour English Literature Course
	Fine Arts		Any 3 credit hour architecture, art, dance, music, humanities, or theater course
	Sociology/Anthropology		Any 3 credit hour sociology or anthropology course

*Not required for the RN to BSN program.

Course transfers are subject to change. Official evaluations of course transfers are provided by the UTA Office of Admissions and Records.

For more information on the on campus BSN program requirements please go to: http://www.uta.edu/nursing/file_download/124/BSN_Flyer_Campus.pdf

For more information on the online AP BSN program requirements please go to: http://www.uta.edu/nursing/file_download/125/BSN_Flyer_Online.pdf

For more information on the on campus RN to BSN program requirements please go to: http://www.uta.edu/nursing/file_download/123/RN_Flyer.pdf

For more information on the online AP RN to BSN program requirements please go to: <http://academicpartnerships.uta.edu/degree-programs/nursing/228>

For additional information concerning the UTA College of Nursing and Health Innovation and please contact us at:

E-mail: nursing@uta.edu

Website: www.uta.edu/nursing

Phone: 817-272-2776



The University of Texas at Arlington Course Equivalency Chart For Dallas County Community College

This guide shows courses that are transferable to UTA.

Courses that listed in this guide are transferable, but are not guaranteed to be used for a degree plan. Please check with Advisor in the Department of your major to see if a course will be used for your degree

The chart shows both Texas Common Course Numbers and Core Curriculum Numbers.

For more information on UTA's Common Course Number please our web site at http://www.web.uta.edu/catalog/content/general/common_course_numbers.aspx

For more information on UTA's Core Curriculum please see our web site at http://www.web.uta.edu/catalog/content/general/degree_program_requirements.aspx#4

If you have questions about any of the courses listed, please contact

The Office of Admissions, Records, & Registration

Email records@uta.edu

Address Box 19088

Arlington, Texas

76019-0011

DCCC Subject Area	DCCC Course #	DCCC Course Descriptions	UTA Subject	UTA Course #	UTA Course Descriptions
ACCT	2301	Principles of Accounting I	ACCT	2301	PRINCIPLES OF ACCOUNTING I
ACCT	2302	Principles of Accounting II	ACCT	2302	PRINCIPLES OF ACCOUNTING II

ACCT	2401	Principles of Accounting I	ACCT	2301	PRINCIPLES OF ACCOUNTING I
ACCT	2402	Principles of Accounting II	ACCT	2302	PRINCIPLES OF ACCOUNTING II
ANTH	2302	Intro Archeology	ANTH	2339	PRINCIPLES OF ARCHAEOLOGY
ANTH	2346	Intro Anthropology	ANTH	1306	INTRO TO ANTHROPOLOGY
ANTH	2351	Cultural Anthropology	ANTH	2322	GLOBAL CULTURE
ARAB	1411	Beginning Arabic I	ARAB	1441	BEGINNING ARABIC I
ARAB	1412	Beginning Arabic II	ARAB	1442	BEGINNING ARABIC II
ARAB	2311	Intermediate Arabic I	ARAB	2313	INTERMEDIATE ARABIC I
ARAB	2312	Intermediate Arabic II	ARAB	2314	INTERMEDIATE ARABIC II
ARTS	1301	Art Appreciation	ART	1301	ART APPRECIATION
ARTS	1303	Survey of Art History	ART	1309	ART OF WEST I
ARTS	1304	Survey of Art History	ART	1310	ART OF WEST II
ARTS	1311	Two-D Design	ART	1305	TWO-DIMENSIONAL DESIGN
ARTS	1312	Three-D Design	ART	1306	THREE-DIMENSIONAL DESIGN
ARTS	1316	Drawing I	ART	1307	DRAWING FUNDAMENTALS
ARTS	1317	Drawing II	ART	2308	DRAWING CONCEPTS
ARTS	2316	Painting I	ART	2371	PAINTING
ARTS	2356	Photography I	ART	2359	INTRODUCTION TO PHOTOGRAPHY
BCIS	1405	Business Computer Applications	INSY	2303	INTRO TO MIS/DATA PROCESSING
BIOL	1322	Principles of Nutrition	BIOL	1301	NUTRITION
BIOL	1406	Biology for Science Majors I	BIOL	1441	CELL MOL BIOL
BIOL	1407	Biology for Science Majors II	BIOL	1442	STRUC & FUNC OF ORGANISMS
BIOL	1408	Biology for Non-Sci Majors I	BIOL	1433	INTRODUCTION TO BIOLOGY I
BIOL	1409	Biology for Non-Sci Majors II	BIOL	1434	INTRODUCTION TO BIOLOGY II
BIOL	2401	Anatomy & Physiology I	BIOL	2457	HUMAN ANATOMY & PHYSIOLOGY I
BIOL	2402	Anatomy & Physiology II	BIOL	2458	HUMAN ANATOMY & PHYSIOLOGY II
BIOL	2420	Microbiology for Non-Sci Majors	BIOL	2460	NURSING MICROBIOLOGY
BUSI	1301	Intro to Business	BUSA	2304	INTRODUCTION TO BUSINESS
CHEM	1405	Intro Chemistry I	CHEM	1445	CHEMISTRY NON-SCIENCE MAJORS
CHEM	1406	Intro Chemistry/Allied Health	CHEM	1451	CHEMISTRY FOR HEALTH SCIENCES

CHEM	1407	Intro Chemistry II	CHEM	1446	CHEM II FOR NON-SCIENCE MAJORS
CHEM	1411	General Chemistry I	CHEM	1441	GENERAL CHEMISTRY I
CHEM	1412	General Chemistry II	CHEM	1442	GENERAL CHEMISTRY II
CHEM	2423	Organic Chemistry I	CHEM	2181	ORGANIC CHEMISTRY I LAB
			CHEM	2321	ORGANIC CHEMISTRY
CHEM	2425	Organic Chemistry II	CHEM	2182	ORGANIC CHEMISTRY II LAB
			CHEM	2322	ORGANIC CHEMISTRY
CHIN	1411	Beginning Chinese I	CHIN	1441	BEGINNING CHINESE I
CHIN	1412	Beginning Chinese II	CHIN	1442	BEGINNING CHINESE II
CHIN	2311	Intermediate Chinese I	CHIN	2313	INTERMEDIATE CHINESE I
CHIN	2312	Intermediate Chinese II	CHIN	2314	INTERMEDIATE CHINESE II
COMM	1307	Intro to Mass Communication	COMM	1300	INTRO TO COMMUNICATION
COMM	1316	News Photography I	JOUR	2340	PHOTOJOURNALISM I
COMM	1335	Survey of Radio/TV	BCMN	2360	INTRO TO BROADCASTING
COMM	1336	TV Production I	BCMN	2358	TELEVISION PRODUCTION I
COMM	2303	Radio/Television Production	BCMN	2357	RADIO PRODUCTION I
COMM	2309	News Editing & Copy Reading I	JOUR	1345	WRITING FOR MASS MEDIA
COMM	2327	Principles of Advertising	ADVT	2337	INTRO TO ADVERTISING
COMM	2330	Intro to Public Relations	PREL	2338	INTRO PUBLIC RELATIONS
COMM	2339	Writing for Radio, TV & Film	BCMN	2347	BROADCAST WRITING & REPORTING
COSC	1301	Intro to Computing	CSE	1301	COMPUTER LITERACY
COSC	1401	Microcomputer Applications	CSE	1301	COMPUTER LITERACY
CRIJ	1301	Intro to Criminal Justice	CRCJ	2334	INTRO CRIMINAL JUSTICE SYSTEM
CRIJ	2314	Criminal Investigation	CRCJ	2340	CRIMINAL INVESTIGATION
CZEC	1411	Beginning Czech I	MODL	1441	MODERN LANGUAGES LEVEL I
CZEC	1412	Beginning Czech II	MODL	1442	MODERN LANGS II
CZEC	2311	Intermediate Czech I	MODL	2313	MODERN LANGS III
CZEC	2312	Intermediate Czech II	MODL	2314	MODERN LANGS IV
DANC	1110	Tap Dance	DNCA	0134	TAP DANCE
DANC	1111	Tap Dance	DNCA	0134	TAP DANCE

DANC	1128	Ballroom I	DNCA	0131	BALLROOM DANCE
DANC	1129	Ballroom II	DNCA	0131	BALLROOM DANCE
DANC	1141	Ballet	DNCA	0135	BALLET
DANC	1151	Rehearsal & Performance I	DNCA	0139	DANCE PERFORMANCE
DANC	1152	Rehearsal & Performance II	DNCA	0139	DANCE PERFORMANCE
DANC	1245	Modern Dance I	DNCA	0132	MODERN DANCE
DANC	1246	Modern Dance II	DNCA	0132	MODERN DANCE
DANC	1247	Jazz I	DNCA	0136	JAZZ DANCE
DANC	1248	Jazz II	DNCA	1236	INTERMEDIATE JAZZ DANCE
DANC	2102	Tap Dance	DNCA	0134	TAP DANCE
DANC	2110	Tap III	DNCA	0134	TAP DANCE
DANC	2111	Tap IV	DNCA	0134	TAP DANCE
DANC	2141	Ballet Tech III	DNCA	0135	BALLET
DANC	2142	Ballet Tech IV	DNCA	0135	BALLET
DANC	2245	Modern Dance III	DNCA	0132	MODERN DANCE
DANC	2246	Modern Dance IV	DNCA	0132	MODERN DANCE
DANC	2247	Jazz III	DNCA	0136	JAZZ DANCE
DANC	2248	Jazz IV	DNCA	0136	JAZZ DANCE
DANC	2303	Dance Appreciation	DNCE	1300	DANCE APPRECIATION
DRAM	1120	Theatre Practicum	THEA	0181	THEATRE PRACTICUM
DRAM	1121	Demonstration Lab	THEA	0181	THEATRE PRACTICUM
DRAM	1220	Theatre Practicum	THEA	0181	THEATRE PRACTICUM
DRAM	1310	Intro to Theatre	THEA	1343	INTRODUCTION TO THEATRE
DRAM	1330	Stagecraft I	THEA	1304	STAGECRAFT I
DRAM	1342	Intro to Costume	THEA	2306	THE CRAFT OF COSTUME
DRAM	1351	Acting I	THEA	1307	ACTING I: BASIC TECHNIQUES
DRAM	1352	Acting II	THEA	2352	ACTING II: SCENE STUDY
DRAM	2120	Theatre Practicum	THEA	0181	THEATRE PRACTICUM
DRAM	2121	Theatre Practicum	THEA	0181	THEATRE PRACTICUM
DRAM	2336	Voice & Articulation	THEA	1302	VOCAL FUNDAMENTALS

ECON	2301	Principles of Economics I	ECON	2305	PRINCIPLES OF MACROECONOMICS
ECON	2302	Principles of Economics II	ECON	2306	PRINCIPLES OF MICROECONOMICS
ENGL	1301	Composition I	ENGL	1301	RHETORIC AND COMPOSITION I
ENGL	1302	Composition II	ENGL	1302	RHETORIC AND COMPOSITION II
ENGL	2311	Technical Writing	ENGL	2338	TECHNICAL WRITING
ENGL	2321	British Lit	ENGL	2319	BRITISH LITERATURE
ENGL	2326	American Lit	ENGL	2329	AMERICAN LITERATURE
ENGL	2331	World Lit	ENGL	2309	WORLD LIT
ENGL	2342	Studies of Lit	ENGL	2303	TOPICS IN LIT
ENGR	1304	Engineering Graphics I	MAE	1350	GRAPHICS FOR ENGINEERS
ENGR	2301	Engineering Statics	MAE	1312	ENGINEERING STATICS
ENGR	2302	Dynamics	MAE	2323	DYNAMICS
ENGR	2305	Circuits I for Electrical Engineering	EE	2315	CIRCUIT ANALYSIS I
FREN	1411	Beginning French I	FREN	1441	BEGINNING FRENCH I
FREN	1412	Beginning French II	FREN	1442	BEGINNING FRENCH II
FREN	2311	Intermediate French I	FREN	2313	INTERMEDIATE FRENCH I
FREN	2312	Intermediate French II	FREN	2314	INTERMEDIATE FRENCH II
GEOL	1403	Physical Geology	GEOL	1425	EARTH SYSTEMS
GEOL	1404	Historical Geology	GEOL	1426	EARTH HISTORY
GEOL	1445	Oceanography	GEOL	1450	INTRODUCTION TO OCEANOGRAPHY
GEOL	1447	Meteorology	GEOL	2401	WEATHER & CLIMATE
GERM	1411	Beginning German I	GERM	1441	GERMAN LEVEL I
GERM	1412	Beginning German II	GERM	1442	BEGINNING GERMAN II
GERM	2311	Intermediate German I	GERM	2313	INTERMEDIATE GERMAN I
GERM	2312	Intermediate German II	GERM	2314	INTERMEDIATE GERMAN II
GOVT	2305	Federal Government	POLS	2311	GOVT OF U S
GOVT	2306	Texas Government	POLS	2312	STATE & LOCAL GOVT
HIST	1301	History of the US I	HIST	1311	U.S. HISTORY TO 1865
HIST	1302	History of the US II	HIST	1312	U.S. HISTORY SINCE 1865
HIST	2311	Western Civilization I	HIST	2301	HISTORY OF CIVILIZATION

HIST	2312	Western Civilization II	HIST	2302	HIST OF CIVILIZATION
HIST	2313	History of England I	HIST	2313	HISTORY OF ENGLAND
HIST	2314	History of England II	HIST	2314	HISTORY OF ENGLAND
HUMA	1305	Intro to Mexican-American Studies	MAS	2300	INTRO MEXICAN AMERICAN STUDIES
ITAL	1411	Beginning Italian I	MODL	1441	MODERN LANGUAGES LEVEL I
ITAL	1412	Beginning Italian II	MODL	1442	MODERN LANGS II
ITAL	2311	Intermediate Italian I	MODL	2313	MODERN LANGSIII
ITAL	2312	Intermediate Italian II	MODL	2314	MODERN LANGS IV
JAPN	1411	Beginning Japanese I	MODL	1441	MODERN LANGUAGES LEVEL I
JAPN	1412	Beginning Japanese II	MODL	1442	MODERN LANGS II
JAPN	2311	Intermediate Japanese I	MODL	2313	MODERN LANGS III
JAPN	2312	Intermediate Japanese II	MODL	2314	MODERN LANGS IV
KORE	1411	Korean I	KORE	1441	BEGINNING KOREAN
KORE	1412	Korean II	KORE	1442	BEGINNING KOREAN II
KORE	2311	Korean III	KORE	2313	INTERMEDIATE KOREAN
KORE	2312	Korean IV	KORE	2314	INTERMEDIATE KOREAN II
LATI	1411	Beginning Latin I	LATN	1441	LATIN LEVEL I
LATI	1412	Beginning Latin II	LATN	1442	LATIN LEVEL II
LATI	2311	Intermediate Latin I	LATN	2313	LATIN LEVEL III
LATI	2312	Intermediate Latin II	LATN	2314	LATIN LEVEL IV
MATH	1314	College Algebra	MATH	1302	COLLEGE ALGEBRA
MATH	1316	Plane Trigonometry	MATH	1303	TRIGONOMETRY
MATH	1324	Math for Business & Economics	MATH	1315	COLLEGE ALGEBRA ECON/BUS ANLYS
MATH	1325	Bus Calculus & Application I	MATH	1316	MATH ECON & BUS ANLYS
MATH	1332	College Mathematics I	MATH	1301	TOPICS CONTEMPORARY MATH
MATH	1342	Elem Stats	MATH	1308	ELEM STATISTICAL ANALYSIS
MATH	1348	Analytic Geometry	MATH	1325	ANALYTIC GEOMETRY
MATH	1414	College Algebra	MATH	1302	COLLEGE ALGEBRA
MATH	2342	Elem Stats	MATH	1308	ELEM STATISTICAL ANALYSIS

MATH	2413	Calculus I	MATH	1426	CALCULUS I
MATH	2414	Calculus II	MATH	2425	CALCULUS II
MATH	2415	Calculus III	MATH	2326	CALCULUS III
MATH	2442	Intro Statistic	MATH	1308	ELEM STATISTICAL ANALYSIS
MUSI	1116	Musicianship I	MUSI	1185	SIGHTSINGING & EAR TRAIN I
MUSI	1117	Musicianship II	MUSI	1186	SIGHTSING & EAR TRAINING II
MUSI	1181	Piano Class I	MUSI	1180	FUNCTIONAL PIANO I
MUSI	1182	Piano Class II	MUSI	1181	FUNCTIONAL PIANO II
MUSI	1183	Voice Class I	MUSI	1105	VOICE CLASS
MUSI	1301	Fundamentals of Music I	MUSI	1301	ELEMENTS OF MUSIC
MUSI	1306	Music Appreciation	MUSI	1300	MUSIC APPRECIATION
MUSI	1308	Music Lit	MUSI	2302	MUSIC LIT
MUSI	1311	Music Theory I	MUSI	1325	THEORY & HARMONY I
MUSI	1312	Music Theory II	MUSI	1326	THEORY & HARMONY II
MUSI	2116	Musicianship III	MUSI	2185	SIGHTSING & EAR TRAINING III
MUSI	2117	Musicianship IV	MUSI	2186	SIGHTSING & EAR TRAINING IV
MUSI	2181	Piano Class III	MUSI	2180	FUNCTIONAL PIANO III
MUSI	2182	Piano Class IV	MUSI	2181	FUNCTIONAL PIANO IV
MUSI	2311	Music Theory III	MUSI	2325	THEORY & HARMONY III
MUSI	2312	Music Theory IV	MUSI	2326	THEORY & HARMONY IV
PHED	1102	Soccer	EXSA	0167	SOCCER
PHED	1105	Racquetball	EXSA	0166	RACQUETBALL
PHED	1106	Badminton	EXSA	0105	BADMINTON
PHED	1108	Archery	EXSA	0101	ARCHERY
PHED	1109	Golf	EXSA	0140	GOLF
PHED	1110	Tennis	EXSA	0177	TENNIS
PHED	1111	Bowling	EXSA	0120	BOWLING
PHED	1114	Swimming	EXSA	0170	SWIMMING: BEGINNING
PHED	1118	Modern Dance	DNCA	0132	MODERN DANCE
PHED	1119	Weight Training	EXSA	0184	WEIGHT TRAINING

PHED	1121	Jogging	EXSA	0156	JOGGING FOR FITNESS
PHED	1123	Walking for Fitness	EXSA	0154	FITNESS WALK
PHED	1124	Aerobics	EXSA	0157	AEROBIC DANCE
PHED	1125	Aquatic Fitness	EXSA	0172	SWIMMING FOR FITNESS
PHED	1131	Soccer	EXSA	0167	SOCCER
PHED	1133	Racquetball	EXSA	0166	RACQUETBALL
PHED	1135	Archery	EXSA	0101	ARCHERY
PHED	1136	Golf	EXSA	0140	GOLF
PHED	1137	Tennis	EXSA	0177	TENNIS
PHED	1140	Swimming	EXSA	0170	SWIMMING: BEGINNING
PHED	1141	Weight Training	EXSA	0184	WEIGHT TRAINING
PHED	1143	Jogging	EXSA	0156	JOGGING FOR FITNESS
PHED	1144	Fitness Walk	EXSA	0154	FITNESS WALK
PHED	1145	Aerobics	EXSA	0157	AEROBIC DANCE
PHED	1146	Basketball	EXSA	0108	BASKETBALL
PHED	1147	Volleyball	EXSA	0181	VOLLEYBALL: ADVANCED
PHED	1150	Bowling	EXSA	0120	BOWLING
PHED	1251	Scuba Diving	EXSA	1249	SCUBA DIVING
PHED	1252	Advanced Scuba	EXSA	1259	ADVANCED SCUBA
PHED	1304	Health for Today	HEED	1340	HEALTHY LIFESTYLES
PHED	1338	Concepts of Physical Fitness	HEED	1316	FOUNDATIONS OF HEALTH
PHED	2101	Beginning yoga	EXSA	0163	YOGA
PHED	2103	Pilates	EXSA	0165	PILATES
PHED	2126	Yoga	EXSA	0163	YOGA
PHED	2146	Basketball	EXSA	0108	BASKETBALL
PHED	2147	Volleyball	EXSA	0180	VOLLEYBALL
PHED	2356	Care/Prevention of Athletic Injury	KINE	2330	CARE/PREV ATHLETIC INJURIES
PHIL	1301	Intro To Philosophy	PHIL	2300	INTRO TO PHILOSOPHY
PHIL	2303	Logic	PHIL	1301	FUNDAMENTALS OF REASONING
PHIL	2306	Ethics	PHIL	2312	ETHICS

PHYS	1401	College Physics I	PHYS	1441	GENERAL COLLEGE PHYSICS I
PHYS	1402	College Physics II	PHYS	1442	GENERAL COLLEGE PHYSICS II
PHYS	1403	Stars & Galaxies	PHYS	1445	ASTRONOMY I
PHYS	1404	Solar System	PHYS	1446	ASTRONOMY II
PHYS	1405	Conceptual Physics I	PHYS	1401	PHYS FOR NON-SPECIALISTS I
PHYS	1407	Conceptual Physics II	PHYS	1402	PHYSICS FOR NON-SPECIALISTS II
PHYS	2425	University Physics I	PHYS	1443	GENERAL TECHNICAL PHYSICS I
PHYS	2426	University Physics II	PHYS	1444	GENERAL TECHNICAL PHYSICS II
PORT	1411	Beginning Portuguese I	PORT	1441	BEGINNING PORTUGUESE I
PORT	1412	Beginning Portuguese II	PORT	1442	BEGINNING PORTUGUESE II
PORT	2311	Intermediate Portuguese I	PORT	2313	INTERMEDIATE PORTUGUESE I
PORT	2312	Intermediate Portuguese II	PORT	2314	INTERMEDIATE PORTUGUESE II
PSYC	2301	Intro To Psychology	PSYC	1315	INTRO TO PSYCHOLOGY
PSYC	2306	Human Sexuality	PSYC	2317	HUMAN SEXUALITY
RUSS	1411	Beginning Russian I	RUSS	1441	BEGINNING RUSSIAN I
RUSS	1412	Beginning Russian II	RUSS	1442	BEGINNING RUSSIAN II
RUSS	2311	Intermediate Russian I	RUSS	2313	INTERMEDIATE RUSSIAN I
RUSS	2312	Intermediate Russian II	RUSS	2314	INTERMEDIATE RUSSIAN II
SGNL	2301	Intermediate ASL I	MODL	2313	MODERN LANGS III
SGNL	2302	Intermediate ASL II	MODL	2314	MODERN LANGS IV
SOCI	1301	Intro Sociology	SOCI	1311	INTRO TO SOCIO
SOCI	1306	Contemporary Social Issues	SOCI	2312	CONTEMPORARY SOCIAL ISSUES
SOCW	2361	Intro to Social Work	SOCW	2311	INTRO SOCIAL WORK
SPAN	1411	Beginning Spanish I	SPAN	1441	BEGINNING SPANISH I
SPAN	1412	Beginning Spanish II	SPAN	1442	BEGINNING SPANISH II
SPAN	2311	Intermediate Spanish I	SPAN	2313	INTERMEDIATE SPANISH I
SPAN	2312	Intermediate Spanish II	SPAN	2314	INTERMEDIATE SPANISH II
SPCH	1144	Forensics	COMS	0185	FORENSICS
SPCH	1145	Forensics	COMS	0185	FORENSICS
SPCH	1315	Public Speaking	COMS	1301	FUNDAMENTALS PUBLIC SPEAKING

SPCH	1321	Bus & Prof Communication	COMS	2305	BUS & PROFESSIONAL COMM
SPCH	1342	Voice & Articulation	COMS	1302	VOICE & DICTION
SPCH	2144	Forensics	COMS	0185	FORENSICS
SPCH	2145	Speech Comm Workshop II	COMS	0185	FORENSICS
SPCH	2333	Discussion & Small Group Comm	COMS	2304	GROUP COMM PRINCIPLES
VIET	1411	Beginning Vietnamese I	MODL	1441	MODERN LANGUAGES LEVEL I
VIET	1412	Beginning Vietnamese II	MODL	1442	MODERN LANGS II
VIET	2311	Intermediate Vietnamese I	MODL	2313	MODERN LANGS III
VIET	2312	Intermediate Vietnamese II	MODL	2314	MODERN LANGS IV

Date: October 17, 2016
To: Texas Education Agency, 2016-2018 Biotechnology and Life Sciences Innovative Academy-the Next Generation of Early College High Schools, RFA #701-16-108; SAS #205-17
Re: Letter of Agreement, Matching Funds

This letter is written in support of the Grand Prairie Independent School District proposal for the 2016-2018 Biotechnology and Life Sciences Innovative Academy – the Next Generation of Early College High Schools grant program. We are pleased to be a part of a project that will enable high school students to earn the credentials to enter the workforce as a licensed Registered Nurse. The proposed grant program has great potential to increase the number of qualified applicants for positions in our facility.

Baylor Scott & White Medical Center Irving supports the teaching and training program developed in coordination with Grand Prairie ISD and Mountain View College that prepares students to take the NCLEX-RN Examination which is required to become licensed as a Registered Nurse (R.N.) in Texas. Our facility commits to providing in-kind support that is equal to at least 25% of the grant budget:

- hospital staff to oversee clinical coursework program;
- hospital staff to review and revise college credit courses in the RN degree program;
- medical facilities for clinical coursework;
- meeting and/or classrooms to facilitate clinical coursework.

In addition, Baylor Scott & White Irving plans to continue to provide \$6000 in scholarship funds for students in the health science course sequences. Additional funds for reimbursement of tuition and fees are available through the Baylor Scott & White Medical Center Nursing Education Assistance Program. The scholarship program supports nursing education by providing financial assistance to individuals enrolled in a school of nursing at the associate, baccalaureate and graduate level. This program will be available to GPISD students. Awards are based on submission and review of an online application.

Sincerely,



Signature

Name Brenda Blain
Title CNO/COO
Baylor Scott & White Medical Center Irving



TO: Texas Education Agency, 2016-2018 Innovative Academy-the Next Generation of Early
College High Schools, RFA #701-16-108; SAS #205-17
RE: Letter of Support
From: Texas General Hospital
2709 Hospital Blvd
Grand Prairie, TX 75051

Texas Education Agency Grant Review Committee,

On behalf of Texas General Hospital, I am honored to write this letter in support of the Grand Prairie Independent School District proposal to create a 2016-2018 Biotechnology and Life Sciences Innovative Academy. We are pleased to be a part of a project that will enable high school students to earn the credentials to enter the workforce as a licensed Registered Nurse. The credential will qualify students to apply for employment at hospitals across Texas.

On average, the position of Registered Nurse has the highest average job openings annually. Our facility, like others in the Dallas-Ft. Worth metroplex has difficulty finding qualified applicants to meet the demand. Our hospital depends on Registered Nurses to provide quality health care for patients. The proposed grant program has great potential to increase the number of qualified applicants for positions in our facility and to improve the skill level of applicants applying for the position.

Our medical facility fully supports the teaching and training program developed in coordination with Grand Prairie ISD, Mountain View College that prepares students to take the NCLEX-RN Examination which is required to become licensed as a Registered Nurse (R.N.) in Texas.

Best Regards,

Roger Rhodes, FACHE
Chief Operating Officer and Administrator

10-20-14

Date



Parkland

October 20th, 2016

TO: Texas Education Agency, 2016-2018 Innovative Academy-the Next Generation of Early
College High Schools, RFA #701-16-108; SAS #205-17
RE: Letter of Industry Support
From: Parkland E. Carlyle Smith, Jr. Health Center
801 Conover Drive
Grand Prairie, Texas 75051

Parkland E. Carlyle Smith, Jr. Health Center provides high quality, low cost family health care. We have established a partnership with Grand Prairie ISD to provide health education and screenings for GPISD students and parents.

In our facility, Registered Nurses provide quality health care for patients. As the region has grown, the number of Registered Nurse job openings has increased, while the number of qualified applicants has decreased. The proposed Registered Nurse Academy has great potential to increase the number of qualified applicants for positions in our facility and to improve the skill level of applicants applying for the position.

Our clinic fully supports the teaching and training program developed in coordination with Grand Prairie ISD and Mountain View College that prepares students to take the NCLEX-RN Examination which is required to become licensed as a Registered Nurse (R.N.) in Texas.

Sincerely,

Authorized Representative

Date



P.O. Box 719
Mansfield, Texas 76063-0719
2700 East Broad Street
Mansfield, Texas 76063
682.622.2000

October 20, 2016

TO: Texas Education Agency, 2016-2018 Innovative Academy-the Next Generation of Early
College High Schools, RFA #701-16-108; SAS #205-17
RE: Letter of Support
From: Methodist Mansfield Medical Center
2700 E. Broad Street
Mansfield, TX 76063

Texas Education Agency Grant Review Committee,

On behalf of Methodist Mansfield Medical Center we are in support of the Grand Prairie Independent School District proposal to create a 2016-2018 Biotechnology and Life Sciences Innovative Academy – the Next Generation of Early College High Schools grant program. We are pleased to support a project that will enable high school students to earn the credentials to enter the workforce as a licensed Registered Nurse. The credential will qualify students to apply for employment at hospitals across Texas.

On average, the position of Registered Nurse has the highest average job openings annually. Our facility, like others in the Dallas-Fort Worth metroplex has difficulty finding qualified applicants to meet the demand. Our hospital depends on Registered Nurses to provide quality health care for patients. The proposed grant program has great potential to increase the number of qualified applicants for positions in our facility and to improve the skill level of applicants applying for the position.

Our medical facility fully supports the teaching and training program developed in coordination with Grand Prairie ISD, Mountain View College that prepares students to take the NCLEX-RN Examination which is required to become licensed as a Registered Nurse (R.N.) in Texas.

Sincerely,

A handwritten signature in cursive script that reads "Angel Biasatti".

Angel Biasatti
Director of Community and Public Relations